

# CATHOLIC SCHOOL *Journal*

## **In This Issue:**

PERIODICALS R. R. FEB. 2 1953  
**The Lost Art of Reading**  
Dan Herr

### **Why Catholic Press Month?**

*Brother Lawrence Gonner, S.M.*

### **Take and Teach (Study the Bible)**

*Sister M. Aloysia, S.S.N.D.*

### **Financial Aspects of Vocational Education**

*Rev. Joseph A. Coyne, O.S.A.*

### **Recent Books for Classroom and Library**

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SCHOOLBOOK AND LIBRARY NUMBER**



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HIGH SCHOOL



RECEPTION CENTER

Father Flanagan's Boys' Home, Boys Town, Neb.; Rt. Rev. Msgr. Nicholas H. Wegner, Director; Leo A. Daly Co., Architects, Omaha; Wray M. Scott Co., Inc., heating and ventilating contractors, Omaha.

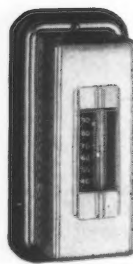
Long view planning is one of the wonders which Boys Town demonstrated in its inception, its buildings and its world-wide influence. To watch the growth of Boys Town—to see each building take form is to witness the determination and foresight of its leaders, who realized that they must plan for the greatest possible benefits and economies in the many years ahead.

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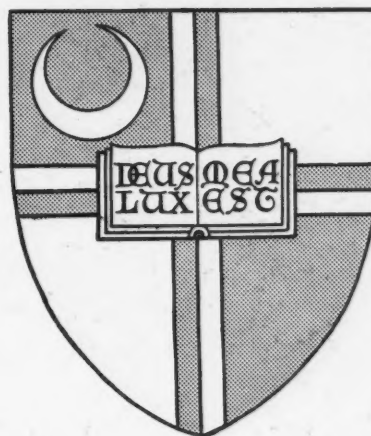
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# The CATHOLIC SCHOOL JOURNAL

## Contents for

Volume 53

Number 2

February, 1953

### OUR ANNUAL SCHOOLBOOK AND LIBRARY NUMBER

The modern teacher in her overcrowded classroom needs the help of the best textbooks, library books, reference books, and supplementary aids of all kinds. And, since training the student in the process of self-education and in the ability to apply to his own life the truths he has discovered is the teacher's greatest service, the student needs all these aids as necessary tools. The student who is not learning to read intelligently is not being educated. Fortunately authors and publishers are supplying in generous quantity and in good quality much of the reading material demanded by present-day education. You will find many recent examples listed on pages 58 to 66 of this issue of your JOURNAL.

Catholic Press Month, Catholic Book Week, and Catholic Bible Week call for school activities to stimulate our children, their parents, and friends to enjoy good reading and thus to enrich themselves spiritually and intellectually. We trust that this issue of your JOURNAL will supply much of the inspiration and material you need for your campaign in behalf of the apostolate of the printed word.

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# Evaluation of Audio-Visual Aids

*George E. Vander Beke, Ph.D.\**

## McGRAW-HILL INTERIOR DECORATION

McGraw-Hill, 330 West 42nd Street, New York 36, N. Y., has just released a new filmstrip series in color to be used in home-economics classes.

These six new filmstrips, done in rich, refreshing color, show clearly what color is, how color should be used in home furnishings, and how furniture, fabrics, and accessories should be selected and arranged in the room. The filmstrips present a fund of information artistically and well. Captions are brief and to the point. The filmstrips deal primarily with arrangements that meet the needs of teen-age and college girls or business and career women. The principles involved, however, are basic, and the filmstrips will be equally useful to anyone planning to decorate and furnish any type of room, apartment, or home.

### Introduction to Color. 33 fr.

This filmstrip provides an elementary analysis of color: the importance of color; emotional effect of color; experimenting with color by mixing water colors; names of the colors; and how they are classified as to:

**Content:** The primary colors and how secondary colors are derived from them; intermediary colors as a combination of primary and secondary colors; how orderly arrangement of rainbow sequence is followed in the color wheel; the color wheel; how colors can be neutralized.

**Groups:** Warm and cool colors; what determines whether color is warm or cool; colors that may be either; the effects of warm and cool colors in rooms.

**Qualities:** Definitions of hue, value, and intensity. Summary.

### Color in the Girl's Room. 38 fr.

In order to use color effectively, this filmstrip points out, one must understand the basic factors of color application. Colors should be grayed for large areas, bright for small areas. Every room should have a dominant (a grayed color that covers about 60 per cent of the surfaces of the room). A color is modified in appearance and effect by the other colors around it.

Four kinds of color schemes that assure a harmonious application of color are explained, then demonstrated: (1) monochromatic color scheme—harmony of different values and intensities of any one color; (2) analogous color scheme—harmony of any group of colors side by side on the color wheel; (3) complementary color scheme—contrasting

harmony of any two colors opposite each other on the color wheel; (4) triad color scheme—harmony of any three colors equal distances apart on the color wheel.

### Selecting Furniture for the Girl's Room. 41 fr.

Your room has grown up with you, if it meets your present needs. Does it provide: (1) a comfortable bed, (2) adequate space and equipment for dressing, (3) a suitable place for study, and, if possible, (4) facilities for entertaining? For the girl who wants to bring her room up to date, this filmstrip suggests possible ways for fixing up old furniture, of making or improving furniture easily, and of painting and rearranging old furniture.

If buying furniture, the possibility of using it in a future home should be a consideration. The filmstrip suggests several styles—modern for simplicity, early American for informality, eighteenth century for elegance. Buying wisely includes such factors as considering the size and comfort of individual pieces and the reliability of the manufacturer, and checking the quality of construction.

### Arranging Furniture in the Girl's Room. 40 fr.

This filmstrip considers the problem of what one can do to make a crowded room livable, and how to go about rearranging it. After considering the uses the room will serve, the strip suggests drawing a floor plan to scale on squared paper, with cutout scaled shapes to represent the furniture. Furniture should be placed parallel with walls (only chairs and accompanying tables should be at an angle) and furniture should be placed in relation to the room as a whole.

Furniture should be grouped around a focal point—a fireplace or window. Furniture may be grouped by formal or informal balance, according to the effect (of orderliness or casualness) that you wish to create. Balance should be maintained not only within the group, but the groupings must also balance each other in height, weight, and texture for total room harmony. Furniture groupings should preserve passageways to doors, windows, chests, should save floor space in a small room, or should serve to break up floor space in a large room.

### Fabrics in the Girl's Room. 36 fr.

Fabrics, like clothes, are selected for activity, climate, and personality. The style of furniture and the atmosphere you wish to create determine choice of pattern, texture, and color of fabrics. For example, early American style demands small stylized patterns of crisp closewoven texture, and gay

contrasting colors. Patterns should be scaled to the size of the room and furniture, with a balance of patterned and solid colors in draperies, bedspread, dressing table, upholstery, and floor coverings. In buying, measurements should be made carefully and materials chosen with an eye to strength, weight, and durability.

### Accessories in the Girl's Room. 35 fr.

Accessories frequently add that vital personal touch to an otherwise bare room when they are pleasing to see and well displayed. A beautiful accessory should follow the basic structure of the object and meet the need for which it was designed. Examples are given of good and bad accessories—vases, pillows, lamps, bookends, etc.—with suggestions for good displays of hobbies, such as china. Accessories, to be appropriate, must be: needed, simply designed, suited to their intended use, in harmony with furniture style and room's colors, and placed to best advantage.

## YOUNG AMERICA FILMS

Young America Films, Inc., 18 East 41st Street, New York 17, N. Y.

### Street Safety Is Your Problem

(1 reel, 16mm.)—a safety education film for elementary and junior high school groups, dealing with street and highway safety problems for the pedestrian.

### Understanding a Map

(1 reel, 16mm.)—an animated film giving an introduction to maps and their uses, especially made for elementary school social studies classes.

### What Causes the Seasons

(1 reel, 16mm.)—an elementary school science film, using models and animation to show how the earth's inclination and revolution cause our changing seasons.

### Snakes Can Be Interesting

(1 reel, 16mm.)—another elementary science film, this one dealing with snakes, their types, life cycle, their importance to man, and how to identify poisonous snakes.

### The Procrastinator

(1 reel, 16mm.)—the latest addition to Young America's series of discussion films for junior-senior high school levels. A typical teenage instance of procrastination is dramatized for the purpose of stimulating group discussion on the problem.

### New Filmstrips on First Aid

Young America Films, Inc., announces the release this month of a new series of educational filmstrips demonstrating and explaining the basic techniques of first-aid treatment, comprised of nine filmstrips produced in brilliant, easy-to-understand photographs.

Closely correlated with the American Red Cross *First Aid Manual* this new set of filmstrips includes the following nine filmstrips:

(Continued on page 8A)

\*Editorial Consultant for Audio-Visual Aids.

# Announcing the 1953 EDITION OF *Compton's Pictured Encyclopedia*

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Compton's dynamic program of continuous building and revision during the past seven years has resulted in

- Editorial work . . . for new and revised material . . . on more than **13,000 pages**

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- Number of words of newly written text . . . . . **2 $\frac{3}{4}$  million**
- Number of new and extensively revised articles . . . . . **3,000 more than**
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- Number of pages added . . . . . **1,150 more than**
- . . . . . a physical expansion equal to more than **2 Compton volumes**

The great postwar (1946) edition of Compton's was acclaimed the finest of encyclopedias for the use of boys and girls from the lower grades through high school.

But today's Compton's is vastly richer, greatly expanded. The past seven-year editorial program has built into the fifteen large volumes a wealth of rich new material—many new features, hundreds of new articles, thousands of new pictures.

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discovered facts about familiar subjects . . . These are only a few of the results of this seven-year building program.

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## Audio-Visual Aids

(Continued from page 5A)

*Your Responsibilities in First Aid; First Aid for Bleeding and Shock; Use of Artificial Respiration; First Aid for Bone, Muscle, and Joint Injuries; Dressings and Bandages; First Aid for Wounds; Transportation of the Injured; First Aid in Common Medical Emergencies; First Aid for Injuries Caused by Heat and Cold.*

### Revised Health Filmstrips

Among the new filmstrips being released this month by Young America Films, Inc., are revised editions of two very popular sets

of health education filmstrips, *The Primary Health Series* and *The Good Health Series*. In their revised form, each set is composed of six full-color filmstrips.

Each set has been revised and re-evaluated by a selected health educator, revised to bring all content and method up to date, then re-issued in full-color. The individual titles appearing in each set are as follows:

*Primary Health Series:* Keeping Clean, Strong Teeth, Rest and Sleep, Straight and Tall, Foods for Health, Keeping Well.

*Good Health Series:* You and Your Clothes, You and Your Food, Bacteria—Good and Bad, Pesky the Cold Bug, Your Posture—Good or Bad, Insect Pests and Disease.

## CORONET FILMS

Coronet Films, 65 East South Water Street, Chicago 1, Ill.

Three diversified teaching films released by Coronet.

### Intermediate, Junior High, Senior High How to Prepare a Class Report

(1 reel, sound, color or B & W). This film outlines a procedure applicable to almost any type of oral or written report. Students are advised to review their own interests for subject matter, but also to remember those of the audience, to go to the library for reliable source material, and to utilize personal experiences; then to sort out and organize what they have found.

### Junior High, Senior High

#### Understanding the Dollar

(1 reel, sound, color or B & W). We take a brief look into the lives of a pensioned widow, a wage earner, a salaried teacher, and a business man. We then examine various types of income, discover the essential purposes of money as a medium of exchange, and analyze factors which influence the real value of the dollar. Exactly how the changing value of a dollar affects the lives of people with various sources of income is clearly shown.

### Junior High, Senior High, College, Adult Rest That Builds Good Health

(1 reel, sound, color or B & W). Eric and his schoolmates discover that sleep is just one type of rest; others include relaxation, change, and exercise. They also learn how to develop good rest habits, what happens to our bodies while we sleep, and why proper amounts of rest are essential to our growth and well-being.

### Six New Teaching Films

In a time when the eyes of the world are focused on the United States and its position of global leadership, Coronet Films announces the release of an especially timely, new 16mm. sound motion picture. *Who Are the People of America?* It joins five other current subjects offered to the nation's schools and educational institutions during the month of January, 1953.

### Who Are the People of America?

(1 reel, sound, color or B & W). A dignified, yet simple story that explains where Americans originally came from, how they fought together, how they plowed the land and built cities, and how they are still building to create a finer America. "The people of America are the people of the world," is the poetically appealing theme of this motion picture.

### Junior High, Senior High

#### Flipper, The Seal

(Background for Reading and Expression) (1 reel, sound, color or B & W). A group of children at the zoo watch Flipper go through his antics, and one boy eagerly decides to

(Concluded on page 12A)

## With The NEW CATHEDRAL BASIC READING PROGRAM

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**FORMATION** • Discussion of the stories with reference to real-life situations leads children to evaluate and integrate the character traits and activities of the book-children into their own life experiences.

*A complete list of the books of the program appears in the Recent-Books section of this magazine.*



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• School \_\_\_\_\_

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PROJECTOR OWNER  
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## Audio-Visual Aids

(Concluded from page 8A)

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#### Simple Changes in Matter

(1 reel, sound, color or B & W). Overcoming the time and space limitations of the classroom, young people observe the physical and chemical changes that surround them every day—such as growth of seedlings, soil erosion, metal expansion, ice melting, leaves changing color, logs decaying, and metal rusting. Through simple experiments, the differences between physical and chemical changes are made clear.

### Intermediate, Junior High

#### School Rules: How They Help Us

(1 reel, sound, color or B & W). At an age when there is often rebellion against authority, this film demonstrates rules in action—on the street; the basketball; in the school halls and library. The point is stressed that school rules—like all rules—are methods to make life smoother and more pleasant, to facilitate fairness and safety for all.

### Intermediate, Junior High

#### Hoppy, The Bunny

(Background for Reading and Expression) (1 reel, sound, color or B & W). One beautiful morning, Hoppy meets his friends, the raccoon and owl, and for the first time hops out of the deep woods and sees life on a farm. He meets chickens, pigs, and tame white rabbits; then, after being chased by a dog, Hoppy returns home safe and sound. This lovable story of Hoppy will lead youngsters naturally into more meaningful reading, drawing, and singing activities.

### Primary, Low Intermediate

#### Let's Measure: Inches, Feet, and Yards

(1 reel, sound, color or B & W). Jimmy and his father use a ruler to measure Jimmy's height, and they examine the ruler together, indicating the units of length. From the foot ruler, they proceed to a yardstick and the measurement of longer lengths. Jimmy then plays a game—finding the length of familiar objects—and begins to learn how to estimate inches, feet, and yards.

### THE FIRE BOAT

Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, Calif., announces the release of a new elementary film entitled *The Fire Boat*. This picture was filmed in the harbor area and is designed to show how the fire boat operates in putting out waterfront fires. Equally suitable for all cities having

fire boats, on ocean, river, or lake, the film features a tour of the boat, describing its distinctive features, and explaining their purpose. How the firemen live, work, and play is the important theme of the picture, which includes scenes of the fire boat in action. This is an exciting as well as an instructive film. *The Fire Boat* is available in color and black and white, has a running time of ten minutes.

### WESTINGHOUSE TEACHING AIDS

A revised 19-page Teaching Aids Catalogue for 1952-53 is available from the Westinghouse Electric Corporation's school service department. Introducing a section on home lighting pamphlets along with other new classroom aids, the catalogue describes 84 free or low-cost booklets, charts, posters, and other audio-visual aids available to junior and senior high schools.

In addition to home lighting, these aids cover a wide range of subjects including science, social studies, agriculture, home economics, industrial arts, and photography. The catalogue also has sections on audio-visual aids, lighting the school plant, technical publications, Westinghouse scholarships available to students and teachers, and information on the company's five-year replacement plan on appliances in home-economics laboratories. Copies of this Teaching Aids Catalogue (B-5784) may be obtained by writing to the School Service Department, Dept. T-359, Westinghouse Electric Corporation, P. O. Box 2278, Pittsburgh 30, Pa.

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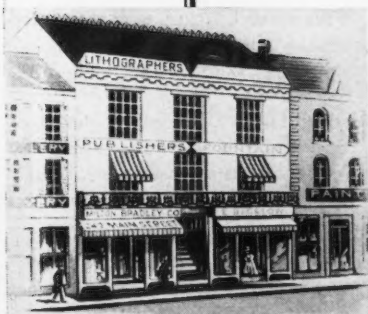
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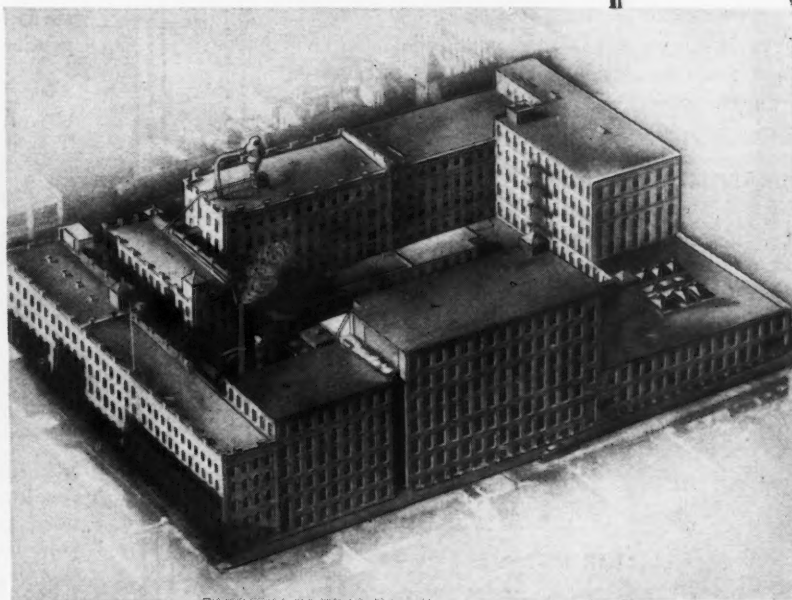
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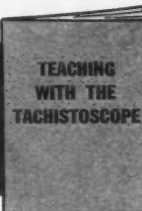
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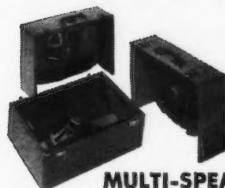


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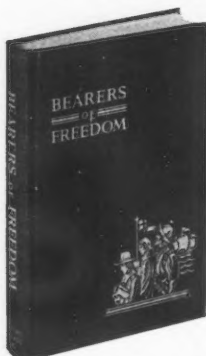
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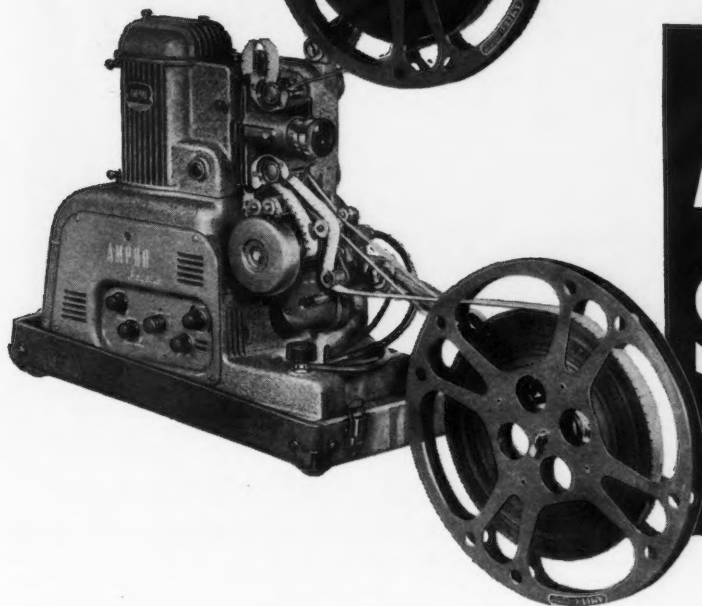
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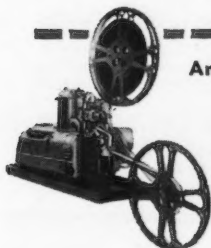
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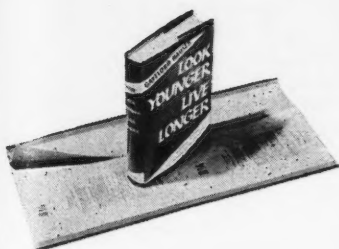
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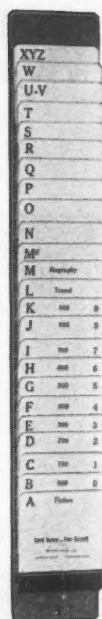
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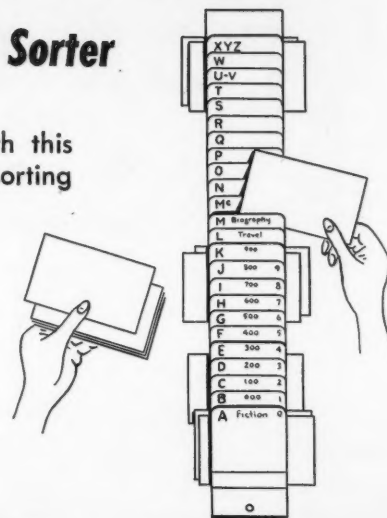
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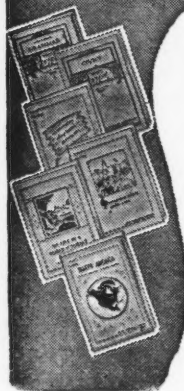
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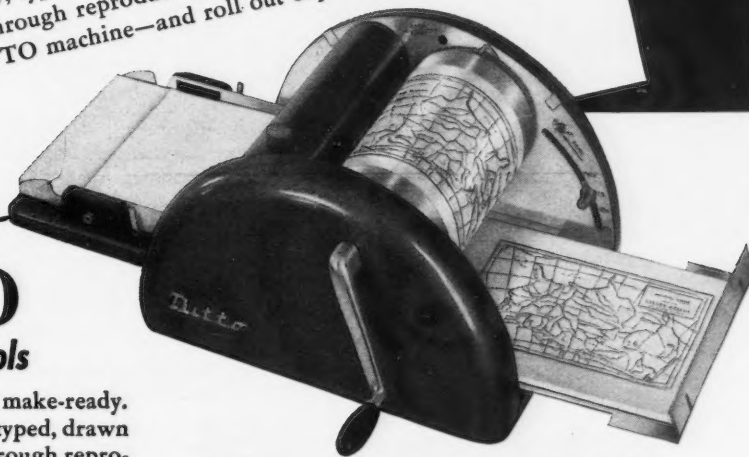
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# The CATHOLIC SCHOOL JOURNAL

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FEBRUARY, 1953

No. 2

## THE LOST ART OF READING

Dan Herr\*

IF OUR schools were judged solely on the number of life-time readers they turn out—which they aren't of course—I am not sure we would be particularly happy about our accomplishments. Fortunately, no statistics are available to advertise our shame, but it takes no prolonged search to learn that graduates of our high schools and colleges, for the most part, can be classified as the great unread.

Optimists can find evidence for a certain amount of restrained enthusiasm in the expanding audience for Catholic books. But their joy over improvement during the past fifteen years is short lived when you point out the pitifully small segment of American Catholics that displays the slightest interest in serious reading.

### A National Problem

Not that Catholics are worse than their fellow Americans, nor that Catholic schools are not doing a better job of developing readers than public schools. The problem of our growing illiteracy is a national problem. One sage has prophesied that this generation may be the "last of the literates" and Fred Allen has warned: "Everything is for the eye these days—*Life*, *Look*, the picture business. The next generation may have eyes as big as cantaloupes and no brains at all." If you think Mr. Allen goes too far, you might consider that almost 60 million comic books are now sold every month compared to 10 million monthly in 1940. And America ranks at the end of a list of ten leading nations in the per capita purchase of books.

The real tragedy is that Catholics, in

their reading habits, are little different from their secular neighbors—many of those who read know nothing but secular magazines, newspapers, and the best sellers spewed forth by secular book clubs. Their Catholic reading stopped when they left school. As for the rest, the little reading they do could be classified, in the words of Frank Sheed, as "spitting-over-the-bridge reading"—headlines, sport pages, the back of breakfast food boxes, and ads on streetcars and subways.

From every side we hear alarming reports on the present state of our youth. It can be maintained that this is simply a sign of middle age and that one generation is always upset about the next. But even after taking into consideration our failing memories of our own adolescent turmoils, you have a hard time explaining away such evidence as the frightening increase in juvenile delinquency recently reported by FBI Director J. Edgar Hoover or the less specific, though no less accurate, dangerous trends revealed by those who are intimately concerned with modern youth.

### We Don't Think

Nor should these conclusions be too surprising. What else can we expect when all the secular influences on our youth—radio, television, comics, pocket-books, movies, magazines, newspapers—seem to have but one objective: so to occupy our every waking hour, so to lose us in distractions, that we become mentally stagnant or, in the words of Pope Pius XII, "to make us listless spectators of an on-rushing future." As Bishop Leo Pursley has pointed out, "The big sin, the unforgivable sin, in America today is to think."

Television furnishes us a perfect illus-

tration of the workings of this mental dope. (We hear much, and rightly so, about the marijuana evil and the narcotic menace which is threatening our youth, but the far greater evil—more vicious and more widespread—mental dope seems to excite very little attention.) The danger of television is not so much the poor quality of the programs, though you can make a good case for the charge that most of them are designed for babbling idiots. but the almost hypnotic effect of television on its audience.

Reading, conversation, family life, individuality—all must make way for the machine which demands such complete passive attention that the result may be a nation of mental deaf and dumb people. In brief, to quote John Crider, editor-in-chief of the *Boston Herald*, "It's difficult to imagine how a nation of popsicle-sucking, Howdy-Doody-viewing citizens can lead the free world through the perilous years ahead."

### How Can We Learn?

Is reading the whole answer to this problem? Of course not! But it is a vital and most neglected part of the answer. Reading, and I mean reading for spiritual and mental growth not spitting-over-the-bridge reading, for most of us offers the only means of developing our knowledge of our faith and of seeking the solutions to our present day problems. We surely cannot expect a short Sunday sermon to give us the answers which the Church offers for the crises of today nor to provide the continuing education in our faith so necessary in today's world. And yet, for many Catholics, particularly those in cities, no other source of knowledge is easily and

\*President, The Thomas More Association, 210 W. Madison St., Chicago 6, Ill.



readily available. Pope Pius recognized this when he emphasized "the necessity of stressing the task of the good book which is that of educating the people to a deeper understanding of things, to think and to meditate."

I readily admit that life cannot be lived in books alone, but it is just as true, I think, that life today without books is for most people depressing and incomplete.

Nor must we overlook the value of reading for entertainment. Next to a staunch Catholic faith I know of no greater asset for the young service man than the habit of reading. Trouble in service life comes not so much from the temptations peculiar to the military, for these are little different except in emphasis and the lack of restraining influences from those met in civilian life, but from the long hours of waiting and inactivity. Boredom is usually the beginning of the downfall. To a lesser degree this is true of all youth, and reading offers an inexpensive and satisfying antidote to boredom.

I am not trying to convince you that reading is important, for I know that of all people our teachers should appreciate its value. But any discussion such as this about promoting good reading, must be approached, it seems to me, from the perspective of the role that reading should play in our daily life.

I would not attempt to diagnose the reasons why many of our graduates seem to put reading away with their textbooks after school is done except to say that the schools must, unfortunately, bear all the responsibility because parents who don't read or appreciate the value of reading, as we have seen to be the case, cannot be expected to pass this gift on to their children. The reading family is becoming a relic of the past.

Assessing the blame is never as important or as helpful as trying to offer constructive, practical suggestions for improving the situation. I do not pretend to qualify as an expert and perhaps my views may earn me a deserved slapping-down from my betters, nor do I think that I have all the answers. I do offer you the fruit of my discussions with teachers, parents, and children and the results of the work done by the staff of The Thomas More Association in the promotion of children's reading. These, then, are my suggestions for reviving the lost art of reading:

#### Reading Is a Habit

1) First of all, let's recognize that reading is a habit. Like brushing the teeth it must be carefully developed, with the use of discipline if necessary, but once de-

veloped and properly nurtured in the formative years, it should last a lifetime. Obvious, you may say and I will agree, but it is equally obvious that most of our youth have not developed this habit. Approaching the problem, at least in the beginning, from the habit angle, is possibly an old-fashioned technique but as far as I know no better alternative has been suggested.

### A TEACHER'S AMEN

Dear Lord,

Each hour I do have time to stop for an aspiration

But, reading, writing, and 'rithmetic crowd out all meditation.

I'd like to say more prayers to You while working through the day

But my courses and exams stand always in the way.

I know that You will understand and bless a nun who tries,

So if it's all the same to You, dear Lord, I'll compromise,

When I mark an X for mistakes I'll think of some I've made, too,

Each sixty minutes I'll offer up as holy hours to You,

And at Judgment when I hold the hand of a child I've led to You

Will You add to his merits my laudate, to his prayers my Amen, too?

— Sister M. Walter, O.M.\*

\*Convent of Mercy, Concord, N. H.

#### For the Teacher

2) Enthusiasm is the indispensable element in promoting reading. Unless the teacher really knows and loves the books she is recommending to her students, unless she is willing to share her love, to discuss their books and her student reactions to them, and to show a passionate interest in reading she cannot expect that the lip-service she pays to books will prove effective. Many an adult reader will tell you how one enthusiastic teacher converted him to a life-long love of reading.

#### For the Librarian

3) Guard against making the procedure of borrowing a book so complicated that many will avoid reading in order to avoid the red tape. I think there is an occupational disease that librarians, in particular, must fight against. The temptation is to spend so much time classifying and indexing and putting books on the proper shelves that the librarian may resent having the books taken out and read, thereby spoiling her beautiful display. Suppose a book is defaced or even lost; at least it is being

used and that is the important thing—far better than having the book remain on the shelf in all its pristine splendor. Let's have an end to not being able to see the books for the Dewey Decimal system (or its variations) and make it just as easy as possible to borrow a book from the library.

4) Classroom libraries should be encouraged as part of the plan for making books readily available. When books are close by, the inducement to read them is much stronger. Frequently the library is not centrally located, but even if it is, many students will not trouble themselves to visit it. Perhaps books can be borrowed in groups from the library or perhaps the children themselves can contribute books for the classroom library. No matter how it is done, I believe it will prove helpful.

#### Crowd Out the Evil

5) My next suggestion may be summed up in the old slogan, "accentuate the positive." The harm that bad books can do to young minds and the prevalence of these books in every corner drug store—not to mention the present foul state of many of our newspapers and magazines—is known to us all. Vigilance must be exercised to protect our youth, but it is a mistake to campaign against dirty books and stop there. The truism that nature abhors a vacuum applies in this case, too. Unless we replace bad books with good books we shall never win, for there will always be a new source of supply—the smut peddlers are ever busy. Even more time and energy must be devoted to promoting the good than to damning the bad.

#### Remove the Drudgery

6) Reading should not be restricted to English classes and it should not be forever associated with book reports. I have mentioned the value of books for entertainment and this particular reason for reading may well be overlooked if books are always connected with homework. Wonderful juvenile books are available today in biography, history, science, geography, and many other fields. These can be used with benefit for supplementary reading so that books are a part of every class. Surely the minimum of a book a week for every Catholic student is not too much to ask.

7) Unfortunately reading is often looked upon, especially by boys, as "sissy stuff." Much can be gained if we can put across the idea that the boy who excels in reading is as much to be admired as the basketball star. No easy task, I admit, but we must do something to raise reading from its present low position on the totem pole of youthful ambitions.

### Get Acquainted

8) I am often disturbed in talking to young people to find that many of them have had only a bowing acquaintance with the classics. Such beloved favorites as *David Copperfield*, *Treasure Island*, *Heidi*, *Vanity Fair*, or *The Jungle Book* mean nothing to them. All the more deplorable because we can take advantage of attractive, inexpensive editions of the more popular classics which are available today. In later years graduates will always be grateful to the teacher or teachers who insisted upon this essential part of everyone's literary background. One caution: don't force the dull and run the risk of forever killing the enjoyment of reading the good old books. I can still remember with horror having to read *Silas Marner*, despite a petition to the teacher signed by every member of our class, and hating every word of it.

9) Parents frequently assume that all juvenile books are alike, one is as good as another, or, in the words of a prominent children's librarian, "that any book will do for a child as long as it is not harmful." Even some teachers, I suspect have swallowed this fallacious theory. Books for children must be as carefully selected as books for adults, perhaps more carefully. To place the right book in the hands of the right child requires a knowledge of both the book and the child.

### Choose Carefully

10) Let's discard the idea that every book written by a Catholic is necessarily a good book. As Thomas Merton writes in *The Sign of Jonas*: "It is depressing that those who serve God and love Him sometimes write so badly, when those who do not believe in Him take pains to write so well. A bad book about the love of God remains a bad book even though it may be about the love of God." Some Catholic juveniles are pretty awful — badly written, badly illustrated, and badly designed. Some writers are still following the Father Finn tradition which was fine in its day but that day has long passed. Too often saints are presented as Little Lord Fauntleroy's, dripping with goo. The saints were not cream puffs — they were real and virile but you would never know it from some of the biographies. I think Ed Willock's criticism that too many of our Catholic juveniles are filled with a nostalgia for a past age is just. Youth is attracted by the exciting and the unconventional, yet in far too many of our books goodness is presented as conventional and dull. It is not surprising that they have little or no appeal for modern youth. We need books about heroic virtue in the 20th century, about

heroes of God in the factory, the office, the sports arena, and the service. We must distinguish between the good Catholic juvenile and the mediocre and show publishers that we know the difference and will support only the good. Because more and more good Catholic juveniles are being published today than in even the recent past, selection has become easier and more important. Above all, we should not try to push poor books, even Catholic ones. Good secular books, written from a Christian viewpoint should be a part of every reading schedule, and in the event that there are no good Catholic books in a particular field, good secular books should be substituted.

### Develop Discrimination

11) We lose most of our readers when they reach teen age. For this reason and because we have so few good Catholic juveniles for teen agers, I believe we should push teen agers into adult books as soon as possible. If our teen agers stop reading Catholic books in school they may forever think of Catholic books in juvenile terms. They may never know the magnificent array of Catholic adult reading that can

be theirs. They may laugh at pious books as being untrue to life. Let them know adult themes while we can lead them and guide them, not after they leave school and are on their own. We must prepare them to fight the best-seller evil and this can be done best by introducing them to good adult books while they are under our care. I realize the danger involved but I think that too often we are over-protective and too fearful of the portrayal of sin. Perhaps we also tend to forget the world in which our youth are living and the influence of the movies, the television, and the newspaper. Sin will be no shock to them. Here again, of course, general rules are not feasible and it becomes a question of matching the book and the teen ager, taking into consideration the background and the maturity of each student.

Let us always remember that once our students have left school we can no longer guide or influence them. But we can insure that the Catholic training we have given them will be continually renewed through the medium of Catholic books. And God knows they will need every help we can give them.

## N.C.E.A. Golden Jubilee Convention

### Atlantic City, New Jersey, April 7-10, 1953

"Fifty Years of Educational Progress" is the theme of the 50th annual convention of the National Catholic Educational Association according to the announcement from the office of Rt. Rev. Msgr. Frederick G. Hochwalt, secretary-general of the N.C.E.A.

More than 10,000 Catholic educators from every section of the nation and from several foreign countries will gather at Atlantic City, N. J., for the big meeting in the Convention Hall. Several other Catholic organizations, such as the Catholic Business Education Association will meet jointly with the N.C.E.A.

In addition to the meetings the Convention Hall will house a very large commercial exhibit of the latest in classroom equipment, teaching aids, books, etc., according to James E. Cummings, convention manager.

Most Rev. Joseph E. Ritter, Archbishop of St. Louis, president-general of the N.C.E.A., will preach the sermon at the opening Pontifical Mass. Most Rev. Matthew F. Brady, Bishop of Manchester, N. H., chairman of the education department of the N.C.W.C., and Dr. Arthur S. Adams, president of the American Council on Education, will be the principal speakers at the opening meeting. The N.C.E.A. is a charter member of the American Council on Education.

Rev. Charles P. McGarry, superintendent of schools for the Diocese of Camden, N. J., is chairman of the local committee of the convention. He urges delegates to obtain housing reservations through the N.C.E.A. Housing Bureau, 16 Central Pier, Atlantic City, N. J.

Very Rev. Francis L. Meade, C.M., president of Niagara University, and Very Rev. Paul C. Reinert, S.J., president of St. Louis University, are on the program of the college and university department. Among other speakers scheduled are: Rev. William P. McManus, assistant director, department of education, N.C.W.C.; Msgr. Felix N. Pitt, superintendent of schools of the Archdiocese of Louisville; Rt. Rev. Julius W. Haun, St. Mary's College, Winona, Minn.; Rev. Robert J. Henle, S.J., St. Louis University; Rev. Godfrey Poage, C.P., Chicago; and Rt. Rev. Msgr. E. M. Reilly, superintendent of schools for the Archdiocese of Philadelphia.

# Why Catholic Press Month?

Brother Lawrence J. Gonner, S.M.\*

THE recurrence of Catholic Press Month, gives to Catholic teachers an excellent opportunity of making some reflections on the Catholic printed word and the extent to which it is being read. Catholic press month has been of great benefit to our press in the past; may this year's observance be no exception; may it result in even greater effectiveness; and may our schools assume a leading role in its promotion.

### Indifference?

One question that always recurs at this time of the year is this one: Just what characterizes the relationship of the Catholic student toward the Catholic Press? The answers will vary. Probably apathy or indifference will be stated as the most common characteristic; in some instances the answer will be "downright ignorance." On the other hand, thanks to the tireless zeal of Dean O'Sullivan of Marquette University and a handful of individuals in the Catholic Press Association, there is in a small number of Catholic students a positive interest in the regular perusal of the work of the Catholic press. But between the two extremes lie all shades of reaction or lack of reaction to the printed message of Catholicism.

It has always been revealing to the writer to take the diocesan paper or some reputable national Catholic publication, pick out a few well known names and movements, and ask the students to comment upon them in writing. The response to this assignment, taken as a whole, indicates that most Catholic students are poorly informed on contemporary Catholicism, that they read comparatively little, and what is worse, seem to manifest no interest in the Catholic apostolate. Behind much of this one comes to see that the Catholic home is at fault. Yet, it must be remembered, that very often the parents of our Catholic children have not had the opportunity of receiving a Catholic education. Still less have they had the opportunity of being reared in an atmosphere that was familiar with Catholic publications.

\*Instructor in Journalism, St. Mary's University, San Antonio 1, Texas.

### Rise From Sleep

There is a great need, therefore, for a closer reading and use of the Catholic press not only for the student but for the parents as well. It can well be a work of zeal to use the classroom to improve the amount and quality of Catholic reading in the Catholic home. Well may every Catholic teacher make a little examination of conscience on his relation to the apostolate of the printed word.

And there is plenty of room for work. We are far from having reached the saturation point in the field of Catholic publications. We haven't achieved anything like a Catholic paper in every home and still less a Catholic magazine in every home. And in these days of multifold propaganda, much of it harmful, those are the barest minimums.

To impress ourselves with the need for positive, constructive effectiveness in the field of Catholic reading a brief survey may prove enlightening. Let's look at a few figures and discuss the meaning of these figures with our students. Some of these are taken from the *Catholic Press Directory* issued by the Catholic Press Association at 120 Madison Avenue, New York 16. This excellent publication, revised annually, deserves to be in every Catholic school library. At the present time about 8000 copies are printed each year; an increase would benefit both the Association and those using them.

But to get on to those figures: The Catholic population of the United States is normally estimated at 28 million people. Let us place the average number of Catholics per family at four individuals. That gives us more than seven million Catholic families in this country — possibly an oversimplification but at least a working hypothesis. How much Catholic printed matter do those seven million Catholic families read?

The *Catholic Journalist*, a CPA publication, tells us that the combined circulation of all Catholic publications is about 17 million subscribers. That looks mighty good — 17 million subscriptions in seven million families!

Now let's break those figures down a

bit. The combined Catholic newspaper circulation for last year was a little more than four million subscribers. Well, that would indicate that there are at least three million families who do not get, still less regularly read, a Catholic newspaper. Putting it in other words, almost half of our Catholic families do not read a Catholic newspaper. And newspapers are the cheapest printed medium of all, especially Catholic newspapers which are mostly weeklies.

Let's take a look at two specialized areas: The *Catholic World* of Chicago has the largest circulation of any Catholic weekly. Yet it has only 152,000 readers in a trade area of 1,600,000 Catholics. The *Cleveland Universe Bulletin*, one of our best Catholic papers in format and presentation, has only 75,000 readers in a Catholic population of half a million. These are rather good areas of Catholic press strength. A close-up of many other parts of the country, in all probability, would not present as favorable a picture.

### What Do We Read?

In short, we have a big selling job still ahead of us in the Catholic newspaper field. And that field is very close to all of us. Each of the 24 archdioceses in the U.S. has its own publication and 112 of the 130 dioceses maintain their own official or quasi-official newspapers.

In the Catholic magazine field we can glean some pertinent figures. Of some 17 million Catholic subscribers we have seen that four million are in the newspaper press field. That leaves, roughly, 13 million subscriptions for Catholic magazines among the seven million Catholic families. That too, on first glance, sounds pretty good — an average of almost two Catholic publications per family. But that's not the situation by any means.

As a matter of actual fact, there are thousands of addresses that receive four or five or more different publications. Such addresses are those of our Catholic libraries, public libraries, residences of Catholic lay and religious leaders, religious communities and convents, and the reading racks of parish groups, not to speak of the bulk packages set up for sale in the vestibules of our churches.



Summing this up, we are forced to conclude that there are many Catholic homes that do not receive a single Catholic magazine. It is difficult to prove anything very conclusive here from the statistical angle and yet that conclusion is inescapable. It is that many Catholic families which have the money for three or four secular magazines do not receive a Catholic one.

And there are some 404 Catholic magazines to which those families could subscribe; magazines covering almost every field of Catholic thought and endeavor. Here are the leaders from the circulation standpoint: *Mission*, 950,000; *Columbia*, 776,000; *Extension*, 563,000; *Catholic Digest*, 521,000; *The Sign*, 216,000; *Sacred Heart Messenger*, 195,000; *Victorian*, 100,000.

As we look at those figures let's not forget: with 30 million Catholics in this country we do not have a single Catholic publication reaching the million mark. Compare this with the circulation of *Life* (5 million), *Saturday Evening Post* (4 million), *Look* (3 million), etc. And the three leaders in the Catholic magazine field are supported by their related movements: the Propagation of the Faith, the Knights of Columbus, and the Catholic Church Extension Society. From then on down you run into the completely independent subscriptions apart from any movement and the number of readers drops sharply.

### Are We Secularists?

We hear a great deal these days about secularism—the divorce of religion from the realm of practical affairs. Certainly secularism should never be the atmosphere of the Catholic home. But if the Catholic home is lacking in spiritual reminders or such "tone setters" as Catholic pictures, statues, and reading matter, it is only a logical deduction that the atmosphere of that home must be secular. By way of comparison no one expects a plant to live without good soil, sunlight, and moisture; yet in practice it would seem that we expect religious vitality to flourish in an atmosphere in which religious doctrine, religious inspiration, and religious idealism have been shoved into the subconscious. The excuse that the home cannot afford some subscriptions to Catholic periodicals is ridiculous. Just consider what is spent in normal social life—adolescent social life in particular—for entertainment in the course of a year. And whether the movies "are better than ever" is certainly a debatable matter.

There is no doubt about what all this means for the Catholic teacher. He must



A Poster for Catholic Book Week by student librarians, Villa Maria High School, Villa Maria, Pa. Sisters of the Holy Humility of Mary are the teachers.

be an apostle of the Catholic press. He should be so not merely from the point of view of duty; he should consider such a role an honor. By extending the Catholic press he is extending religious principles in society.

Assuredly, the words of Pope Pius X ring in the ears of every Catholic teacher, "In vain will you found churches and build schools if you cannot wield the offensive and defensive weapon of a loyal Catholic press." And with them there come to mind the message addressed by Pope Pius XI to Catholic editors, "I do not say merely that you make my voice heard; I say that you are my voice." To have a share in that work is one of the greatest rewards of the Catholic teacher.

### Church, School, and Press

Finally, in co-operation with the wishes of every bishop and archbishop of the United States, the Catholic teacher will do all that he can to bring Catholic reading matter ever closer and closer into the lives of his students. And to the teacher of good will the products of the Catholic press—the newspaper and the periodical—can easily be brought into classroom work because of their pertinence in so many fields—history, civics, economics, and sociology—because the contemporary scene ties in so frequently with Catholic principles.

Some of what has been said here has been said before. But that does not mean that it is not highly important. For if we want a better Catholic citizenry, a higher quality of Catholic leadership, and a more elevated level of American public life we must look to our normal agencies, church, and school, and press, to supply them.

Christianity and chaos are engaged in

deadly combat. They seek the allegiance of the mind of man. Which will win is largely a matter of education—that is, religious education. The Catholic teacher has already taken sides. It will be wise for him to do all that he can for the Catholic press, the unquestioned champion of the Catholic cause.

### A Classroom Project

Duplicate the following questionnaire with blank spaces to be filled in by the students.

1. Name of student
2. Name of school
3. Name of pastor
4. Name of diocese
5. Name of diocesan paper
6. Number of Catholics in diocese (Consult *Catholic Directory*)
7. Circulation of diocesan paper (Consult *Cath. Press Assn. Directory*)
8. Names of writers who appear regularly in diocesan paper
9. Names of Catholic publications received at home
10. Names of general publications received at home
11. Favorite Catholic publication
12. Reason for choice
13. Address of No. 11 and subscription price
14. Names of other Catholic publications I like and reason for my choice:
15. Name of favorite writer in the Catholic press:
16. Best Catholic book read this year:
17. Author and publisher of No. 16:
18. Any Catholic publications issued in the diocese:
19. Purpose of each publication:
20. Address of publications in No. 18 and price of subscription:

# Children Enjoy the School Library

*Sister M. Immaculata, S.S.J.\**

WENTY years ago there was no school library. We went periodically and through compulsion to the public library to get material for history and literature classes. Our indifference about non-fiction reading was very largely a mutual affair, for the public library was not waiting with open arms to receive us. If we found what we wanted in the forbidding mysteries of the card catalog, we took the request to the equally forbidding desk attendant, or we were served by an indifferent youth who, like ourselves, was a high school student. The only difference between his indifference and ours was that the library attendant was paid for his time in the library.

## A Transformation

This is not a satire on libraries; it is only a reflection on the state of non-fiction reading and the high school youth of a few years back. Now let us witness a modern scene. First, look in on that comparatively new institution, the grade school library: The time is before school. The place is the room used as the central library, and is filled with children from all grades. They are browsing among the shelves variously allocated to their age and taste levels, or sitting at tables ranging from tiny to standard size, or even sitting on the floor, completely absorbed in reading—and liking it! None of the children have an over-studious look, or a proscribed or haunted look; in fact they give every evidence of having come here of their own volition, and they conduct themselves with the surety of daily visitors.

## The Library a Popular Place

And what of their book diet? The fare of these healthy readers includes, according to their respective ages, fairy tales, stories, religion stories, biographies, how-to-do-it books, musicology and musicians, animal stories, science and inventions, folklore, poetry. Such a balanced program of reading amounts to a literary shot in the arm! And these happy borrowers are your best publicity, your best promoters of reading. Word-of-mouth is quick and sure-fire advertising! Just view the young pa-

trons as they come to the desk to have their book cards stamped for out-going books: "Sister, when *A Ranch for Danny* comes, will you save it for me?" "Boy, was *Born to Trot* ever a good book. Bill wants to take it next." "Sister, did you put my name on the waiting list for *My Dear Patsy*?"

When the Sister-librarian can squeeze in story hours for the primary grades, scan the rapt attentive face of the spell-bound audience. There must be a special reward for those teachers and librarians, trained or untrained, who can conjure up the wonderland of fairy-tale lore for the avid minds of children. Blessed are they who feed the imagination of children with the wholesome literary heritage of childhood. Trained or untrained librarians, I say, because some are to the manner born, and do a job that makes professionals jade green with envy.

Really, though, professional or non-professional, there is no time for envy, but only for rejoicing, when we see these grammar-grade youngsters turning intelligently and confidently to the card catalog, the encyclopedias, and to other reference works to help themselves. When we see them taking out books week after week, and returning with unfeigned enthusiasm, there is cause for jubilation. This is progress! It takes periods of instruction; it means that the library must be accessible and in working order. That in turn means work, but amazing blocks of this work of processing books, typing cards from master copies, filing, shelving, can be accomplished by the junior high school group.

## Classes Visit the Library

The centralized school library need not always devolve upon the teacher-librarian in charge, who has a class to teach, alas! An introduction to the books, encyclopedias, pictures, filmstrips (of course you have them!) seems to serve very nicely for each Sister-teacher to give her own class a library period once a week or oftener, for instruction in the use of reference books, a browsing period, or an illustrated lecture appropriate to some unit of study. Bringing the class to the library, whenever that is possible, inculcates library thinking, and that can lead on to

glorious results in satisfying life-long habits. Or let the primary teachers have an occasional dialog-reading lesson, or a film of animals or elves, or a lesson on phonics from some of the excellent new filmstrips, or just an old-fashioned story hour, than which there is nothing better!

Your school hasn't a centralized library? Don't lose heart. You can always arrange special loans from the public library (much improved in the interim since they were last mentioned) for fascinating books, many brand new, many attractively rebound. Circulate these in your classroom, have your story time, your browsing periods, your reference work, just the same. It's not the perfect set-up, but it does help in giving that library habit, and we want that, surely. It helps in creating an atmosphere of loving books, of doing something different, of breaking with rugged routine. Children often have good books at home that they can bring to circulate in the classroom library. How often has it happened that Joan and Jerry take out from the classroom library the very book they brought to school from home, and read it with animation and interest, perhaps with pride of possession, or completely ignoring the fact that that book came from them! Parents who mourn the discard of beautiful gift books take heart again, and sometimes with indulgent amusement see the very books in which they could not interest their children crop up with renewed attention!

Or, if you haven't a centralized library in your school look around for a possible site. Is there an empty storeroom, an abandoned book room, a music room that is merely an unused room with that delightful appellation attached? Have you an abandoned, down-at-heels parish library room, or club room? The suggestion of an empty classroom in this over-crowded age may be folly, but we can offer it, for maybe you have that very thing for which other schools are crying.

If you can find any little place for a start, by all means, start. A can of paint (well, several cans) some open book shelves that are not above the capabilities of upper grade boys, inexpensive plastic hangings for moral support, some bright book ends, a few perky plants in colorful con-

\*Librarian, Mt. St. Joseph Teachers College, Buffalo 14, N. Y.

tainers, a jaunty bulletin board, and you can begin.

### Don't Scorn a Gift

It is surprising what gifts of books or equipment follow up such a beginning. And that brings up another point: never refuse gifts of books, even though they are not appropriate to your needs. Maybe someone else can use the books, but whether they are used or not, your refusal estranges you to the good will of your library friends, and cuts off possible sources of future and more appropriate gifts.

Does your mother's club want to do something, or the Scout troop of the school, or the youth organization? Every group likes to work for a cause; maybe they would jump at your suggestion. And if they should jump in fright, just smilingly reiterate your ideas, simply display your faith in their powers, your confidence in the plan, and see what happens!

It takes courage and foresight to begin on a shoestring, but every teacher possesses these traits as part of her profession. And if this seems like too much attention to externals, instead of to the heart of the matter, the books, well, that's the way humans are, and you must bait them first!

Do I speak theoretically; do I talk a good library; do I overlook the multitudinous difficulties en route to a working and workable library? Believe me, I would not minimize the work, the worry, the war for ways and means; I would only focus attention as well on the profits and pleasures of the project.

### On the Band Wagon

Is this a theoretical picture? By no means! These glimpses into centralized and classroom libraries, these hints at storerooms, hall corners, and what you can find, all have flesh and blood counterparts in our grade schools—they work!

And how has the high school library evolved in twenty years? The non-func-



*This Library at Sacred Heart School, Niagara Falls, N. Y., was formerly a third-floor-back storeroom.*

tioning set-up, with its apathetic clients is a vanishing, or we may hope, vanished, species. In its stead there stands a well equipped library—equipped at least in essentials—in most cases with a stock of books that is moving, interesting, challenging. It moves to a group of readers who like to leaf through the attractive books; who know how to extract information and profit from doing so.

We find the card catalog well thumbed, the magazines in happy disorder at the end of a day, the shelves satisfyingly disheveled. This glorious revolution can be explained by the fact that twenty years ago our schools were just starting to provide trained librarians; our hard-worked teachers were studying even harder in summer schools for the necessary accreditation. Now, library schools and trained

librarians are not impossible of access, or a course or two in library science is possible to Sister-teachers, who find that helpful in grade school administration.

The public library can take a bow for public relations, personnel with a high purpose, staff publicity artists with a magic touch. All these have conspired to lift the face of the public library, banishing the forbidding atmosphere, and writing Welcome on the doorstep.

The book publishers, of course, come in for a round of praise, too, in this consoling picture. Their stock is interesting; the format attracts attention to the book, and a glance inside holds the attention. Non-fiction, biography, science, history, no longer belong to the musty, dusty variety of tomes that stood stolidly on the library shelves and virtually glowered at the



*Any Day Before Classes at Mt. St. Joseph School, Buffalo, N. Y.*



potential young borrowers, who took one look and hastily withdrew.

Of the sturdy old volumes, of course, there is much to be said for their scholarship, if not for their style. When it is advisable to keep them, discard the dingy covers for a bright new binding, which not only dresses up the outside of the book, but pares off the browning edges of the pages, when the book is cut down in the binding process. Often, a book emerges from its trip to the bindery in a really readable condition! And then, of course, be courageous enough to weed out the impossible old titles, and leave room on your shelves for something that will circulate. Much credit is due to those who have the spirit to dispose of the ponderous old books that will never be used — certainly never by high school youngsters. They may be used in the faculty community room, but usually they do not pass inspection there, either.

The library instruction which is now an accepted and integral part of the English courses from junior high school on up, has solved the mysteries of library usage; has helped the shy ones to discover that the librarian talks their language, and that even pleasantly! Library clubs and committees help to keep things in motion.

Remember, it depends on you, teacher-librarians, to start the ball rolling!

### SOME SUGGESTIONS

- ✿ When your books are getting all worn out, call the binder joyfully, instead of bemoaning the old covers.
- ✿ Ask how many of the family and friends of the borrower read the book that is *reasonably* overdue, instead of vowing vengeance on the tardy one.
- ✿ An occasional low-spoken remark does wonders for your rapport, instead of the haughty old Silence signs.
- ✿ Youngsters, who can still be timid in this atomic age, will quake before approaching you, if you are aloof at the desk.
- ✿ An appropriate cartoon on your bulletin board, or an occasional quip in the students' own jargon may boost your library and your reputation 'way up.
- ✿ When Jack and Jill seem to be floundering at the shelves, give them a chance to help themselves, and an opportunity to discover two or three or a dozen other good books, while they are in quest of one, instead of swooping down on them too suddenly.
- ✿ It's amazing how many forwards and quarterbacks like to help out at the reading shelves, and can even be library lights as well as athletic stars.
- ✿ The decorative possibilities of your

library should never be neglected on the ivory tower ideal that books should suffice.

- ✿ Promote publicity even if you would prefer to have the books speak for themselves.
- ✿ Undertake an occasional contest, book quiz, assembly program, radio skit, or book talk, for they are well worth the work involved.
- ✿ Contact the parents' groups and other appropriate organizations; such alliances are reciprocal and help all concerned.
- ✿ Remember that personal touch of asking your borrowers how they liked the book, and perhaps asking them to pen an enthusiastic comment which you can post on the bulletin board. I remember one book that was dog-eared in no time, after a popular senior boy wrote "In the groove!" and signed his name, on a book jacket displayed on the bulletin board. It was the dust jacket of a new biography.
- ✿ A book fair, a book drive, or an open-house after you have acquired new books, will make library friends. The shy ones will come with the crowd, and linger of their own accord; and they who scorn will be caught in the net and change their mind-set about books and libraries!

## Study the Bible

# TAKE AND — TEACH

*Sister M. Aloysia, S.S.N.D.\**

SOMEONE handed me, a short time ago, a sheet of stamps issued by the American Bible Society, bearing the slogan "Share the Scriptures" or "Search the Scriptures." A form letter asked for donations toward the work of the society in distributing Bibles to "people in forty nations in more than 200 languages and dialects." Since its beginning, the society has distributed — the letter informs the reader — more than three hundred sixty million complete Bibles, and more than three hundred sixty-seven million New Testaments and portions of the Bible.

### The Bible the Best Seller

Interest in Scripture today is not limited to members of the American Bible Society. Everyone with an eye for history or literature must recognize the tremendous impor-

tance and influence wielded by the sacred writings. They may be regarded as merely of academic value, to be read as Plato and Machiavelli are read in a Great Books course, but book sellers know that there is always a turnover of Bibles. Discoveries connected with biblical questions are news, as the press demonstrated a few years ago when the now famous scrolls were found in a cave in the Holy Land, and when results of the excavations under St. Peter's were announced. Books about Christ based on the Gospels find a market, and a good one.

Enthusiasm for the Bible among non-Catholics is so great as to constitute a challenge to Catholics. A Bible Week and suggested readings for every day from Thanksgiving to Christmas received wide publicity for several years in the big city dailies and magazines before Catholic Bible

Week originated. Non-Catholic scholarship has been as busy at modern versions as Catholics. The plan for the Catholic celebration of the five hundredth anniversary of the Gutenberg Bible was sponsored by the Catholic Biblical Association of America, and the Confraternity of Christian Doctrine. This Bible Week from September 28 to October 5 was given press coverage that was little short of amazing. Even more impressive, it seems to me, is the fact that features and articles on biblical subjects are continuing to appear in prominent and popular papers and magazines. This popular interest constitutes an example and a challenge that Catholic schools can answer effectively. There are extensive opportunities for the teacher of every level, and those who have followed recent trends will have courage to undertake the labor. The celebration last fall

\*Mount Mary College, Milwaukee 10, Wis.

was a special event. The first week in February is the official time for the 1953 celebration of the annual Catholic Bible Week.

### Biblical Scholars Are Busy

The translation of the New Testament some years ago under the direction of the episcopal committee of the Confraternity of Christian Doctrine, and the translation by Ronald Knox of the entire Bible, all published in formats that appeal to the modern reader, have had an encouraging sale. An edition that would seem financially prohibitive, *The Holy Family Edition of the Catholic Bible*, published under the auspices of His Eminence, Cardinal Stritch, met with a surprising reception. Now in progress in this country is the translation of the Bible from the original languages, by members of the Catholic Biblical Association. The awareness on the part of the Catholic public will make the teacher realize that he or she is not just breaking soil. People are reading the Bible, but much remains to be done.

### The Word of God

The most important step for many teachers is to acquire appreciation and enthusiasm. It is always a surprise, when questioning a group to discover the number of those who have never read the New Testament in its entirety. It is the better part of prudence to desist from asking about even those books of the Old Testament which should constitute part of the reading experience of any educated person — the Psalms, Ruth, Esther, Tobias. Some of the time set aside for spiritual reading in all communities might well be occupied with such reading. It was a moving experience to listen to the near-rapture of an elderly lady who had "discovered" the Epistles of St. Paul during a retreat. Handicapped by defective hearing and unable to understand the retreat master, she had picked up a modern translation of the New Testament as a substitute for the conferences she was missing. She had never before given special attention to these treasures. Once the teacher has caught a bit of this enthusiasm, she will be ready for a phase of teaching certainly more important than some lessons of reforestation or hygiene, and certainly more neglected.

### Suggestions to Teachers

Most of the specific suggestions which were offered by the Confraternity for Bible Week can be adopted by the teacher — notably prayer for the success of the work. Another proposed activity, a St. Jerome day, suggests many possibilities: knowledge about him, his life, his character, his work, the study clubs he organized, and his ideas



*Catholic Bible Week at St. Xavier High School, Louisville, Ky. A student explains how and why Bibles were chained at the time when copies were difficult to obtain.*

on advanced education for women way back in his day.

For upper grades, high school, and the speech department in college, there is the panel, forum, or discussion club. These can use biblical subjects to as great advantage as any others. The Confraternity publications, Paterson, New Jersey, and the *Our Sunday Visitor* Press have texts prepared for study clubs.

A Bible Quiz, especially with a suitable prize because of the importance of the preparation for the affair, would impress children and help them to remember the occasion. This type of quiz could be held more than once in the course of the year, covering not too extended a field in order not to antagonize or discourage. *What Is Your Catholic I. Q.?* published by F. J. Kenedy, New York, is an excellent book for this purpose.

Movies on Bible subjects are available at most distributing agencies. The Visual Aid Committee of the Catholic Biblical Association has prepared a film strip, *Palestine*, in full color, with lecture notes in a printed booklet. This can be obtained at Manhattanville College of the Sacred Heart in New York City. Classroom exhibits of other material could be worked out, with posters, charts, picture books, and color books for children on biblical subjects. Older students could be alerted to watch the press for articles and pictures dealing with Bible study or other news suitable for bulletin boards.

It is important, too, for the teacher to encourage children and their families to give Bibles, or a book of daily readings from the Bible, as gifts. Just a remark to someone who has read *The Greatest Story*

*Ever Told*, or listened to the radio series, can lead that person to Scripture directly. For older students, a book like *Enjoying the New Testament* by Margaret Monro may bring about the same result. College students and adults could select the lately published *Unless Some Man Show Me* by Alexander Jones. It is clear how practicable are all the suggestions offered.

### Use Approved Commentaries

The invitation of Pope Pius XII to educated laymen, to take part in the difficulties of Scripture study and research will not be heeded if we leave to chance the development of love for the inspired word. Although realizing the importance of this work, some teachers still hesitate to use the Bible freely through fear of error. In the limited field in which the average teacher works, there will be little danger of real error if he or she has recourse to approved sources such as the Commentary prepared by the Catholic Biblical Association to accompany their translation of the New Testament. Too often in classrooms in which children are required to have a New Testament, it remains almost unused. Children must learn to use it as everything else is learned — by doing. Religion teaching should always emphasize Bible stories read from the Bible as soon as the child is old enough to do so. Great gain will result from memorizing texts, for the words of the Holy Spirit have a power and unction no other words can have. It is true that stories of modern heroes and heroines have a special appeal to young people: St. Maria Goretti and Father Pro and the young men and women of the underground. But stories of young people of past ages,

incidents selected by the Holy Spirit, have their part to play in showing that this holy heroism has always existed in all ages, that certain standards have always been met, and have a value which time and circumstance cannot change. For example, in a world in which a large proportion no longer believe in such a thing as objective truth, the story of Ananias and Sapphira has a lasting impact, and even the smallest child can understand that God demands truth. St. Maria Goretti has her counterpart in the beautiful Suzanna, and there is the Egyptian Joseph, a truly superb figure for the boys in a classroom. If the story of Abraham's sacrifice teaches obedience to God's commands, Isaac's acquiescence (which I have never heard stressed) teaches heroic obedience to parents. The possibility of these stories is endless. In art class, in dramatization, these stories can be used very effectively.

In teaching the Sacraments, the Virtues, the Commandments, even in the lower grades, one can draw from the Epistles as well as the Gospels for texts that are helpful and clear. To illustrate: in teaching the Commandments, there is the passage in Acts 5:29, "We must obey God rather than men." Any child can remember that. The Fourth Commandment, illustrated by stories from the Old and New Testament, can then be strengthened by Phil. 2:8, "He humbled Himself, becoming obedient to death, even to death on a cross," and Col. 3:20, "Children, obey your parents in all things, for that is pleasing in the Lord."

### Biblical Quotations

Some teachers have adopted the practice of choosing texts as mottos for the bulletin board or the cork strip in the front of the classroom. The Book of Proverbs would be a good source. A certain teacher worked out a series of such mottos or reminders from the Psalms for each month of the school year. These are a few of them:

October:

"The earth has yielded its fruit: God, our God, has blessed us." Ps. 67:7 (Very appropriate especially for a rural district.)  
March:

"Bring to the Lord glory unto His name. Bring up sacrifices, and come into His courts." Ps. 95:8

June:

"In Thee, O Lord, have I hoped, let me never be confounded." Ps. 30:2

So many of the prayers of the Mass, especially parts of the Proper, are drawn from the Psalms, that we would do the children a service if we helped to familiarize them with those great poems of the

Old Testament. For example, have we tried to show older students the beauty and value of the Miserere, or parts of it? Have we tried to show the divine appropriateness of Psalm 42 at the beginning of Mass? What an aid to preparation for Holy Communion, as one walks up the aisle, to think of "Lift up . . . your ancient portals, that the King of glory may enter" (Ps. 23:7), and to thanksgiving in the Benedicite or Psalm 99, "Glorify the Lord." A few verses of these or of the Magnificat will help during that walk back to one's place after Communion.

### A Word From the Holy Father

There are so many of these ideas that they seem almost like items in a catalog, yet the list is not exhaustive. Every one will find some plan he or she can use. The important thing is that there be an awaken-

ing to a year-long or years-long campaign in a sacred cause—the arousing and fostering of individual and family knowledge of and love for the Bible. In this work, teachers will be fulfilling the wish of His Holiness, Pius XII, expressed in a message to Bishop Edwin O'Hara shortly before the Gutenberg celebration:

"That the faithful of the United States, not only during Catholic Bible Week but subsequently as well, will give themselves in increasing numbers to a more frequent reading of the Bible, and draw from meditation upon its eternal truths spiritual light and strength for the salvation of their souls in Jesus Christ Our Lord, is Our fervent and confident trust, in pledge of which We impart to all who generously co-operate in this high purpose, Our paternal Apostolic blessing." (*Catholic Biblical Quarterly*, October, 1952).

## RELIGION AND OUR NATION

The bishops of the United States, at the close of their annual meeting in Washington, D. C., on November 15, issued a call to the citizens of the nation to renew their allegiance to God—to make religion, again, the dominating force in our national life and to put aside the ideas of secularism which have been creeping into our public and private life. "Seek first the Kingdom of God and His justice and all these things shall be given you besides."

"Civic society," they said, "received its most effective support from Him who taught us to render to Caesar the things that are Caesar's and to God the things that are God's."

They reminded us that our nation was founded on religious principles: "All society, particularly our own, is intimately dependent on religion. In the beginning of our own nation, at the very time when the revolutionary movement on the Continent of Europe was planning to destroy all influence of religion on public life, it is a remarkable fact that our Founding Fathers based their own revolutionary action on the rights inherent in man as a creature of God, and placed their trust in His divine providence."

While our Federal Government was prohibited from setting up a state religion, the bishops pointed out that there was no intention of prohibiting the government from assisting religion. The public utterances and acts of the Founding Fathers and their early successors and of men like President Lincoln belie the assertion that the government can in no way aid or promote religion. The bishops quote the following proclamation issued by President Lincoln on March 30, 1863:

"We have been the recipients of the choicest bounties of Heaven; we have been preserved, these many years, in peace and prosperity . . . but we have forgotten God. We have forgotten the gracious hand which preserved us in peace, and multiplied and enriched and strengthened us; and we have vainly imagined, in the deceitfulness of our hearts, that all these blessings were produced by some superior wisdom and virtue or our own. Intoxicated with unbroken success, we have become too self-sufficient to feel the necessity of redeeming and preserving grace, too proud to pray to the God that made us."

These words of Lincoln introduced the bishops' warning against our modern secularism—the removal of all religious influence from public life. "Their main efforts are centered on the divorce of religion from education. Their strategy seems to be: first to secularize completely the public school and then to claim for it a total monopoly of education. . . ." "We recognize," said the bishops, "that the state has a legitimate and even necessary concern with education. But if religion is important to good citizenship—and that is the burden of our national tradition—then the state must give recognition to its importance in public education. . . ."

"The state, therefore, has the duty to help parents fulfill their task of religious instruction and training. When the state fails in this help, when it makes the task more difficult and even penalizes parents who try to fulfill this duty according to conscience, by depriving their children of their right under our Federal Constitution to auxiliary services, this can be regarded as an utterly unfair and shortsighted policy."



# Financial Aspects of Vocational Education

*Rev. Joseph A. Coyne, O.S.A.\**

WHEN the subject of shop courses comes up for discussion, or consideration, invariably the cost of installation and operation looms up as an insurmountable obstacle. The prevailing attitude seems to be that Catholic high schools just cannot afford to provide industrial education. Generally, however, the ones who raise these objections do so without a proper knowledge and understanding of the subject. The popular notion that vocational education courses are too expensive, is reminiscent of another prevalent but false notion — most people believe that oil is heavier than water and cream is heavier than milk. This is not true. Oil is lighter than water, it floats on water just as wood floats on water, cream is lighter than milk for the same reason. One wonders how such false notions can become so prevalent.

Do Catholic educators realize that the replacement value of all the Catholic schools in the United States is in the neighborhood of three billion dollars? There isn't any magic or secret formula to arrive at this figure; simply multiply the number of students in Catholic schools by the *per capita* costs of replacing present facilities on today's market. The marvelous feature of this statement is the question: Where did we get all the money to build the schools that we already have?

## Money Is Available

From the Providence of God and the

\*Dean of the Technical Department of St. Rita High School, 6310 South Claremont Ave., Chicago 36, Ill.

generosity of the Catholics, we received our schools. We must rely upon the same source for the future. When so much has been accomplished in the past the costs of vocational education should not be a stumbling block in the future. Actually the financing of a shop course is comparable to the approximate costs of a physics or chemistry laboratory. A library is much more expensive than a shop course. However, the financial aspects of a vocational education department is not as important as faith in the soundness of the program, the present need for it to round out our educational program, and the courage to put the program into operation. If one has the faith and the courage and can justify the need, then the financial problem can be solved.

## Solving the Problem

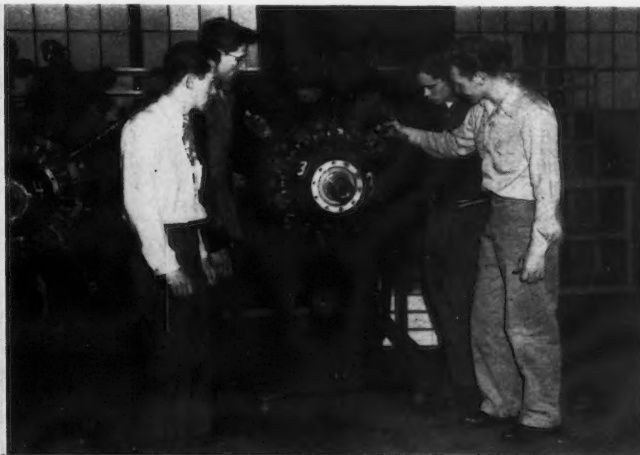
The simplest method to solve the financial problem is to ask outright for a budget. In Catholic schools the budget is not obtained simply by asking for it. The following suggestions may be helpful.

1. *A System of Shop Fees*, similar to laboratory fees, is quite common in most schools. Ten to fifteen dollars per student is not an exorbitant shop fee. The expenditure of the shop fee should follow this pattern: One third set aside to liquidate the capital investment or defray the original cost of the shop (the period of liquidation to extend during the life of the shop — 20 to 25 years); one third to cover the cost of current operating expenses,

chiefly consumable supplies; one third to be set aside for maintenance and replacements. It is an accepted business practice to have the shop fee liquidate the capital investment and defray maintenance costs. It is a fallacy to believe that a shop fee should be spent solely for materials used by the students.

2. *Public School Co-operation*. It is not uncommon for students in a Catholic high school to attend the local public school for laboratory or shop courses required in vocational education classes. To say that it is not uncommon means that there are 237 cases on record (CATHOLIC SCHOOL JOURNAL, October, 1952, page 238) where co-operation does exist between the public school and the Catholic school. The states of Michigan and Ohio combined have more than 30 per cent of the total. In the city of Detroit an excellent and intelligent program has been in operation during the past seven years. When it was only two years old there were some 1200 students engaged in the program attending the local parish high schools in the morning and a nearby public high school in the afternoon for shop courses. The program has had very good results. Anyone interested in a more detailed account should direct his inquiry to Rt. Rev. Msgr. C. F. Deady, Archdiocesan Superintendent of Schools, Detroit, Mich.

There are in the files of the present writer about 25 letters received from vocational education directors in the public school system from cities throughout the



*Activities in the Vocational Department at St. Rita High School, Chicago, Ill.*

United States. The letters are in answer to the question: Do you think it feasible and practical for certain students attending Catholic high schools in your city to go to a nearby public high school for some vocational education shop training? The answers, in the letters on file, are 85 per cent in the affirmative.

3. *Support from Industry:* A potential source of revenue to support an industrial education program is industry itself — which represents the ones most likely to benefit most by such a program. A well developed public relations program — not a high priced one — should present your story in an intelligent and businesslike manner. Industry pays most of its profits to the federal government in taxes. The tax laws provide that a small percentage may be deducted for the support of private schools. This suggestion is made not because it is good theory but because it is good practice. It has worked. An appeal to industry may be based on the following factors:

a) If the government makes a tax law to permit schools to share in the tax dollar, then do not hesitate to ask for it.

b) Catholic schools are an adventure in private enterprise — the same as industry. Allocating the tax dollar permitted by law, to a private school is an investment in American democracy and a furthering of the principle of private enterprise.

c) Industrialists, as a whole, are deathly afraid of socialism (toward which, they fear, certain federal legislation is leaning) and communism. The Church and her schools has been the chief bulwark against the spread of these two isms.

d) N.A.M. (National Association of Manufacturers), in which most industries hold memberships, has adopted a policy of encouraging industry to support education. This policy is expressed in a pamphlet *Industry's View on Financial Support for Education* obtainable from N.A.M. at 14 West 49th St., New York 20, N. Y.

e) Graduates of a school employed by industry can help to further this program.

#### Planning a Shop

If the occasion arises to start planning a shop the following suggestions are in order.

a) Books on the subject come by the dozens; two gems are: *The School Shop* by Mays, published by Bruce, Milwaukee; and *Vocational Education in a Democracy* by McCarthy, published by American Technical Society, Chicago.

b) Consult with experienced teachers and administrators in the local area. Do not hesitate to go to the men in the

public school system. Most of them are most anxious to help if asked. It is necessary to consult local authorities because local conditions will vary; for example Connecticut is the mostly highly industrialized state in the union while Kansas is the most agricultural. Excellent sources of information are: State Director for Vocational Education, and U. S. Office of Education in Washington, D. C.

c) The manufacturers of school shop equipment offer valuable help. However, they are anxious to make a sale. *Caveat emptor!*

d) Plan a whole shop even if it is not possible to purchase all the units to complete it. Then adhere to the plan in completing the shop equipment.

e) The current market price for a well equipped shop would be from \$5,000 to \$20,000, depending on the size, type, etc. This figure is based on a medium priced line of equipment. It is false economy to purchase cheap equipment, i.e. equipment designed for the home workshop. School shop equipment should be rugged enough to last for 20 to 25 years. Second-hand machinery is like a secondhand automobile — let the buyer beware.

It is not economical to purchase the most expensive equipment. A student can learn almost as much on a \$300 lathe as on a \$5,000 machine. However, if price is not a consideration and the sky is the limit, then purchase the very best.

f) The two basic shops for an industrial arts program are wood and metal shops.

Your course in mechanical drawing will be correlated with the shop courses. Local conditions should influence the selection of additional shops. The teacher is the most important item in a shop. A well equipped shop can disintegrate under a weak teacher and a poorly appointed shop can prosper under a good teacher.

#### Conclusion

It seems unreasonable and prejudiced to moan about the prohibitive costs of vocational education. It is just a convenient way to evade the responsibility of meeting a current need.

It is always wonderful to watch the growth of a Catholic high school. Soon or later the athletic department will need a gymnasium, the football team needs equipment and a coach. The current market prices for these are: gym about \$400,000; equipment \$100 per player, squad of 33 boys \$3,300; coach \$2,500. The athletic program will materialize if someone has the faith, the courage, and a realization of the need. Costs are not an obstacle.

In any large city the classified telephone directory lists hundreds of private schools. Most of them are in the vocational or trade category. They are in business to sell a service and to make a profit. Most of them are still in business.

Your writer is convinced that with a little faith and courage, a realization of the need, and a little "know-how," the financing of shop courses is not an insurmountable obstacle.



Book Section of Catholic Press Exhibit, 1952, at Holy Innocents School, Chicago. Felician Sisters are in charge.

# How Important Are Grade School Choirs?

*Sister Jeanne Marie, O.S.B.\**

**J**UST how necessary are grade-school choirs in the life of the Church? Have children a musical function in the liturgical services? Should children be called upon to make up the musical group in these church services? Is thorough musical training of Catholic children a reasonable course and a guarantee that the Church can maintain sacred music? What is the role of the conductor in developing a consciousness of sacred music in children?

Children are God-appointed singers. The Psalm proclaims to God: "Out of the mouths of infants Thou hast perfected praise" (Ps. 8:3). Singing is a wholesome part of the education of children; singing should find a place in the curriculum, which has not always been recognized by Catholic educators. Music is a potent factor in human emotion, an expression of our inner self; and so education should be concerned with it. It is the duty of Christian teachers to educate the children musically as a means of regulating their inner life. The school choir is one of the best means of fulfilling this mission. Music must identify itself with the life of the children.

## Liturgical Music Is Prayer

The school choir develops the spiritual life of children. Singing is twofold prayer. Singing is the actual expression of children's prayer. In the choir, children have an opportunity of participating in the very life of the Church. They take an active part in the celebration of the Holy Mass, by singing the common and proper parts of the Mass. As the children study the Mass they become acquainted with the spirit of the liturgy. For example, the entire Passion of Our Lord becomes meaningful to children through the singing of the liturgy of Holy Week. The children also participate in the spirit of the liturgy by singing hymns proper to the season. In singing praise to God children become imbued with a spirit of reverence; they learn to observe what is fitting and reverent in the public worship of the Church. Moreover they learn to worship in common.

## Character Formation

Children are developed not only spiritually but also psychologically through the

medium of singing. Sacred singing is necessary in the formation of character in children. Music develops in them a sense of the beautiful, and, makes them more responsive to high purposes. Sacred singing once learned is the truest expression of our life in Christ and will continue with children through joy and through sorrow. In choir work children have a sense of belonging to and a sense of contributing their share to the worship of Almighty God. In learning music for liturgical services, the timid child develops freedom from self-consciousness, because he does not stand alone, while the exhibitionist is taught to work with others, because he does not stand alone. Above all, children are happy in studying the music used in Church. Children seek happiness and they are joyful in contributing their share to the divine service.

## Social Development

Children are developed socially through their contacts with the director and other members of the choir. Unity of song achieves unity of spirit. The children's choir becomes permeated with a spirit of unity, because of children's desire of expressing their love of Christ through song. In singing the Masses and hymns of the various liturgical functions, children join their personal talents with those of their companions so that the voices of all become the single voice of the Christian community.

If children are to develop spiritually, psychologically, and socially through choir work, the role of the conductor is most important. The director must draw his young singers away from individualistic sentiment in singing and inspire them to give themselves to God as well as to others. Children look to the conductor as someone who will lead them on to this consecration. Therefore, the conductor should develop a personality that will be an incentive to pupils to do all they can to further God's work in maintaining a musical group for the various liturgical functions of the Church.

## Qualities of a Director

It is the opinion of Dom Ermin Vitry, O.S.B., editor of *Caecilia*, that a director of children's choirs must develop sincerity, integrity, and childlike simplicity. The

director will develop sincerity by giving his very best to the music to be sung. No matter how simple the music, the director must make it a thing of beauty, worthy of respect and worthy of love. Is not all music by the children's choir sung to praise God? In developing integrity, the conductor will devote himself entirely to his work in the art of conducting. A director will develop childlike simplicity by having complete sympathy with the children and knowing that the pupils respond only to the leader who can feel as they themselves do.

The conductor should devote himself entirely to his work in the art of conducting as stated above. He must give life to his whole technique and avoid routine. It is certainly not necessary to know all the techniques of a great conductor; but the director should reduce technical movements to a few basic ones, the fewer the better, making certain that these few are mastered. The conductor will demonstrate these movements to the choir at the initial practice, being certain that they are understood. After these signs have been demonstrated and understood the strictest discipline must be demanded of the singers. From a few simple movements the teacher may produce the most subtle shadings and dynamics.

## The Conductor's Technique

Choir conducting has a technique of its own. The primary purpose of conducting is to interpret, to illustrate, to represent to the children visually, the music itself by means of the body. The conductor should learn to use the arm not only to beat time, but for interpretative curving movements. Studying the music and interpreting the score will enable the director to acquire a musical sensitivity which is an essential requirement for directing music properly.

In order to give the children a thorough training in sacred music the conductor should be allotted sufficient time and a proper place for choir rehearsal. The conductor must have a plan for his choir and follow it systematically. To fulfill the program the conductor must develop a genuine appreciation for the liturgy and impart this love of liturgical worship in the teaching of the sacred song. Also, the conductor should have musicianship and a clear understanding of vocal training.

\*St. Francis School, Brainerd, Minn.



### What to Teach

Many conductors are at a loss as to what to teach a children's choir. There is no existing repertoire which satisfies the conditions of an average children's choir. Teaching Gregorian Masses is of primary importance. The *Kyriale*, published by the Liturgical Press, Collegeville, Minnesota, has done much to further Gregorian Chant. Carlo Rossini has written simple melodic Masses which are in the range of

children's voices. The Gregorian Institute of America, Toledo, Ohio, publishes many beautiful Masses which are adaptable to children's voices. Polyphonic experience is a great advancement in the musical growth of children. The average grade school choir with members from the fifth to eighth grades is capable of singing two and three part motets. Again the Gregorian Institute, and other publishers of music, can provide excellent material for the school choir. The interested choirmaster

is always on the alert to gather music that will lead to God not only the voices of the children but also their hearts.

The Church has always encouraged children to contribute to divine services. Through sacred singing the children are given an opportunity to develop a perfect Christian life. Through singing in choir they can bring Christ to their hearts. It is our duty as Christian educators to do all that lies in our power to further the growth of the children's choir.

## PROGRAMS AND ACTIVITIES FOR THIS MONTH

### For Catholic Bible Week (High School)

## SAINT PAUL BEGS A PARDON

*Joan Carisillo and Constance Pierson\**

SCENE: Prison cell at Rome sometime between 61 and 63, A.D.

CHARACTERS: St. Paul; Onesimus, the fugitive slave; Tychicus, the courier.

[Narrator stands to left of stage in front of closed curtain. All is in darkness except for light from a spot focused on Narrator.]

NARRATOR:

The letter of St. Paul to Philemon, a wealthy Christian of Colossae, is the sole Epistle that we possess concerning a personal matter. Philemon is petitioned by the saint to deal kindly with his runaway slave, Onesimus, who has since been converted by St. Paul. The letter containing the request is especially touching, for it shows us a heretofore unexpressed and highly sympathetic side of the Apostle of the Gentiles. It also throws in bold relief St. Paul's noble simplicity and the manner in which he elevated ordinary circumstances of daily life to the supernatural level.

More than a masterpiece of tact and courtesy, this letter is a primitive charter of the Christian declaration of the rights of man. In it St. Paul reveals how faith in the mystical unity of all redeemed souls in Christ and the belief in the equality of all men before their Creator offers the only ultimate solution to the problem of human slavery. This document stands as a testimony to the effective treatment of the social problem by the primitive Church.

And so, the Roman Church during her early history came to be under the leadership, not only of scions of illustrious families like Pope Cornelius, but also under the guidance of freed slaves like Pope Callistus, for a slave was admitted to all ecclesiastical offices. What ever remains of true freedom in contemporary human society is Christ's legacy to His Mystical Body, the Church. Nowhere is that bequest set forth so appealingly as in St. Paul's Epistle to Philemon.

Let us turn back the centuries and meditate on the circumstances surrounding the writing of that Epistle. The scene is a prison at Rome about the year 63 A.D.

[Spot on Narrator fades out; curtain opens slowly showing Paul and Tychicus to right of stage. Paul is seated at table with scrolls and quill pen suggesting the occasion for the writing of this Epistle. His wrists are in chains, but with sufficient sweep to permit liberty in writing. Paul is speaking intently to Tychicus as curtain opens and a knock is heard at left of stage. A soft blue light focused on the two characters will give proper suggestion of the cold prison scene.]

TYCHICUS: Who could it be at this hour?

PAUL: Let us see whom the Lord is sending to us, Tychicus. [Tychicus opens door. Onesimus enters shyly; embarrassed.] Why, you're Onesimus, aren't you? Welcome!

ONESIMUS: Yes, I am he.

PAUL: I remember speaking to you the last time I visited your master, Philemon. Do you bring us word from him?

ONESIMUS: No, Paul, I have come because I need your help. . . . I'm afraid I have done a terrible thing. . . . You were always so kind to us slaves whenever you visited our master; you are the only one to whom I can turn now. . . .

PAUL: Do not be afraid, Onesimus. Come, sit down. Do not be afraid to confess what you have done to one who once offended the most loving Person in all the world.

ONESIMUS [hesitatingly]: I am ashamed to tell you. . . . I robbed my master Philemon, and he has been so kind to me. I robbed him and fled from his house three days ago. . . . I thought that here in Rome I would be safe, but now the money is gone and I don't know where to go. . . . I'm afraid to go back; you know they will brand my forehead with the mark of a fugitive. . . . And I may be scourged to death for stealing. . . . Oh, Paul, what shall I do?

PAUL: Do not worry, Onesimus. Sometimes when things are blackest, they are for our benefit. . . . I wish that I could keep you here with me, but I'm afraid I cannot do that. Under the law you are the property of Philemon and you should return to him. Philemon will deal with you kindly, I know his heart well.

ONESIMUS: But, if only someone would free me. . . . I know so many slaves whose freedom has been bought. . . .

PAUL: Onesimus, I know Someone who will buy your freedom for you. . . . I myself am a poor man, but He is so rich that He could redeem the whole world.

\*Senior students at Dunbarton College of the Holy Cross, Washington, D. C.

ONESIMUS [*excitedly*]: Who is that? Who could do that?

PAUL: Have you not heard us speak of Christ, the Redeemer of the world?

ONESIMUS: Yes, I remember Philemon used to speak about Him often. . . . Many of the slaves followed his teaching and spoke much of Him.

PAUL: Onesimus, I will tell you about Him, about our glorious Christ! He is the eternal Son of God, the freest of all free men. But He gave up His freedom and His glory and took the form and condition of a slave. He died a slave's death of His own free will in order to free us from a more dreadful slavery.

ONESIMUS: He chose to be a slave—for us? . . . I do not understand. . . .

PAUL: My dear Onesimus, we have a good Master. With Christ there is neither slave nor free man. In fact, we are all slaves; but look at our slavery. The least of Christ's slaves is freer than the freest man on earth. His burden is sweet and His yoke light. You need not tell me, Onesimus, about the freedom of men. Once I boasted that I was a free man, and I was really a miserable slave, a slave of a vain dream.

ONESIMUS: I have often felt such emptiness in my heart, Paul!

PAUL: But since I was crucified to the world, I know what life really is. Once when everybody thought I was a happy man, I was actually miserable, and I spent my nights in dread. Once I cried out "Who shall deliver me from the body of this death?"

Since that time I have been scourged five times for Christ; three times I was flogged, and once I was stoned. I have been driven from city to city, I have been subjected to every suffering, but in the midst of all this suffering I have found joy. All that I can say again and again is "Rejoice in the Lord." Once I was young, too; but now that I have become old, the Lord has renewed my youth, like that of an eagle. Onesimus, do not be

afraid of the brand of a fugitive on your forehead. Those who are branded on their souls are the ones who ought to fear . . . those who have "their consciences seared."

ONESIMUS: No one has spoken to me like this before. Tell me more about this Christ. . . .

[*Lights are dimmed. The narrator speaks the following passage, while Paul and Onesimus pantomime the action described. Lights are dimmed on group so as to give impression of ethereal softness with the degree of brightness sufficient only to reveal the act of the Baptism in general outline, rather than in specific detail. During the pantomime by the characters that follows, have only a pin point light on narrator, such as that which would be produced from a flash light revealing her face as she narrates the following description.*]

NARRATOR: St. Paul did tell Onesimus more about Christ. Day after day the fugitive returned to Paul's prison room. Soon they were close friends. Then, one day, when Paul was again pouring forth his love for Christ, Onesimus dropped to his knees beside him and whispered his "Credo." . . . From the hands of the Apostle of the Gentiles the Baptismal waters brought supernatural life to the soul of the converted slave. [*Brief silence while Baptism of Onesimus is enacted.*]

So Onesimus was a Christian. But Paul was a practical man and a practical problem remained. Onesimus' status still had to be considered. Could a slave, after he had been freed by the blood of Christ, cast off his earthly master? Could the Christian master be obligated to free his slave converted to Christianity? In answer, Paul did not disturb the Roman legal order; he ardently desired the liberation of the slave, but left that decision where it belonged . . . in the Christian conscience.

Finally the day came when St. Paul had to bid farewell to his new child in the faith.

[*Bring up light on characters gradually in such a way that it highlights the dramatic*

*passages of the narrator. Onesimus and Paul pantomime the conversation. Onesimus is seated near Paul.*]

PAUL: Onesimus, I must bid farewell to you. You must return to Philemon, your master. Confess your wrong, my son, and take whatever punishment he may inflict. It will be hard for you, I know, and it will be difficult for me to see you leave, but it must be so.

ONESIMUS: Oh, Paul, my spiritual father and friend, you know how much I want to stay with you.

PAUL: I know, Onesimus, we have become good friends, and I could well use your services, but I may not interfere with the rights of a third man. . . . But I will do one thing for you; I shall write a letter in your behalf to your master. Tychicus is going to leave soon with a message I have written for the Colossians. You may accompany him and deliver the letter I shall now write to Philemon.

[*Paul proceeds to write the Epistle to Philemon as Onesimus observes his action and reveals by appropriate gestures his reaction to the significant passages therein. Tychicus stands by to await its completion, but reveals, too, through proper facial expression and appropriate gesture his reactions to the composition and its contents. While Paul writes, the narrator reads with feeling and after the manner of a dramatic monologue the Epistle in its entirety. As Paul writes, a bright light is focused on his head indicating the light of divine inspiration. At the end of this writing, Paul surveys the scrolls and rolls them preparatory to placing them in the hands of the couriers. As he does so, Onesimus falls on his knees at Paul's feet and kisses his hand affectionately. Spot fades on narrator and light brightens on main characters kneeling at the feet of Paul as he hands the scrolls to each and then extends his right hand in blessing over the two kneeling figures. Curtain is drawn slowly as appropriate soft music is heard.*]



All the grades helped to arrange this display for Catholic Press Month at Holy Name School, Henderson, Ky. Sisters of Charity of Nazareth are the teachers.

## For Catholic Book Week (Upper Grades)

## BOOKS AND A BOY

Sister M. Emmanuel, P.B.V.M.\*

[This skit was presented in February, 1951, by a group of seventh grade boys of Sacred Heart School, Aberdeen, South Dakota, as part of the program of a Catholic Book Fair conducted by the Aberdeen Catholic Daughters of America.]

SCENE: Office of Mr. Wise Man, Consultor.  
TIME: The present.

CHARACTERS: Mr. Wise Man, Mr. Brown, Mr. Brown's Son, Five promoters of Catholic Books: Jerry, Leo, Bill, Terry, and Tim.

[Mr. Wise Man sits at desk, writing. Books, etc., are piled on tables at right and left. Five promoters sit in dejected attitudes upstage.]

LEO: What a life!

BILL: Yeah — what a life!

JERRY: How long is it since we had a good customer, Mr. Wise Man?

MR. WISE MAN: Now, now, boys, don't get discouraged. Someone will come along soon.

TERRY: I hope so. It's been years!

TIM: Maybe we'll get a good client today. [Knock on door.]

LEO: Maybe that's one now!

MR. WISE MAN: Come in. [Mr. Brown and Son enter.] Good afternoon, Sir.

MR. BROWN: I'd like to see Mr. Wise Man, please.

MR. WISE MAN: I am Mr. Wise Man. Won't you sit down? . . . Now, what may I do for you?

MR. BROWN: Mr. Wise Man, my name is Brown. My son here is getting into idle habits. I understand that you have skill and experience in guiding young people. I would like to have you suggest some reading material to keep him occupied.

[Son, in the meantime, assumes various attitudes of interest and boredom; sits, listens, plays with his fingers.]

MR. WISE MAN: Your aim is to — uh — keep him occupied, eh?

MR. BROWN: Yes, we can't have him sitting around daydreaming in his spare time. . . . Take your hat off, Son.

MR. WISE MAN: No, that would never do. . . . [Indicates table L.] Here we have some material. Would you like to look it over? [Mr. Brown and Son begin looking at books. Son whistles and ejaculates — becomes engrossed. Mr. Brown shows surprise, then disgust.]

MR. BROWN: Do you recommend these books?

MR. WISE MAN: They are guaranteed to occupy a boy's mind — quite fully. [Indicates Son, completely absorbed in book. Mr. Brown grabs it away.]

SON: Aw, Dad.

MR. BROWN: But this stuff! It's harmful! It's vicious! I can't have my boy reading books like this. He's better off doing nothing!

MR. WISE MAN [rising]: Perhaps I didn't understand you, Mr. Brown. You'll agree with me that these books would keep the boy interested. I thought that was all you wanted. Now, over here we have another assortment on a little higher level. [Indicates table R.] These books have been screened by experts. You'll find them quite harmless. [Mr. Brown and Son look at books.] Do they suit you any better, Mr. Brown?

MR. BROWN: Yes, much better . . . but . . .

MR. WISE MAN: But what? Don't they interest the boy?

MR. BROWN: Oh, yes, he's interested. But . . .

MR. WISE MAN: Mr. Brown, you puzzle me. Just what sort of books do you want?

MR. BROWN: Well, I didn't have anything definite in mind, but it seems to me that a book ought to be something more than harmless to a boy.

MR. WISE MAN: You mean you want some books to help your boy?

MR. BROWN: I'm afraid I expected too much, Mr. Wise Man. I had an idea that a book could do a little character building, along with keeping the boy busy and interested. But perhaps I'd just better take him bowling with me. It will do him more good in the end. . . . [Starts out.]

SON: Come on, Dad!

MR. WISE MAN: Just a minute, Mr. Brown! I've been waiting for a customer like you for years. Mr. Brown, you call me Wise Man. No, you're the wise man! You know a book when you see one. You know what a book should do for a boy! Now, if you'll just give us a little time . . . what do you expect from a book?

MR. BROWN: Well, I told you — character building!

MR. WISE MAN: Character building — coming up! [Gestures to the five promoters, waiting upstage.] He's all yours, boys!

JERRY: [dashes to Mr. Brown, eagerly]: Courage! Dark Was the Wilderness! But Jean Brebeuf braved the wilderness! He taught the

savage Indians. He died for them. Right here, Mr. Brown. [Hands book.]

TERRY: Prudence! [Hedging in Mr. Brown from other side.] Good judgment! Silver Saddles! Flint Ryder had to make hard decisions. He decided upon the right thing to do to help his father. He went through danger, hardship and doubt to do it. All in this little volume, Mr. Brown!

[Mr. Brown accepts each book in turn from the promoter, in a bewildered sort of way. As each new promoter forces his attention, he passes the book on to Son, absent-mindedly. Son snatches each one, begins to devour, and is newly attracted to each in turn. Books pile up on the floor between them.]

BILL: Truthfulness! Honesty! Loyalty! All Stars of Christ! Joe Sullivan of Notre Dame — Dominic Savio of Bosco's Boystown! Herman the Cripple — and a host of others who spoke the truth and lived the truth on every page of this Catholic book, Mr. Brown!

LEO: Sacrifice! What father wants his boy to be a weakling? We become what we read! God's Underground paints a glorious picture of strength — the strength to sacrifice for God and souls. All yours, Mr. Brown!

MR. BROWN: Really, this is all so sudden —

BILL: Why, we haven't even started yet. Here — *Mystery of St. Regis* by Neil Boynton. And follow up the Silver Fox Patrol in *Ex-Cub Fitzie, Nothing Ever Happens to Me!*, and all the others. Not to speak of *Mangled Hands*, the great story of that great American martyr, Isaac Jogues!

TERRY: Good old *Killikinnick* by Mary Waggaman!

JERRY: *Lad of Lima* and *Hero of the Hills*, by Mary Fabyan Windeatt!

LEO: How about a few for yourself, Mr. Brown? Here — *The Life of Christ*; *The New Testament*; *The Imitation of Christ* by Thomas à Kempis; *Peace of Soul*, by Bishop sheen; *Seven Storey Mountain* and *Ascent to Truth*, by Thomas Merton; and if you like mystery stories, here's one of many — *Murder Takes the Veil!*

TIM: More for your boy, Mr. Brown — *Larger Than the Sky*, by Newcomb; *Lily of Israel* by —

MR. WISE MAN: Now, now, boys! That's enough for the first dose! You see, Mr. Brown, it's been so long since we've had a client who recognizes the value of books, the boys are going a little wild. But — have we answered your question?

MR. BROWN: You certainly have! And thanks very much for your help — all of you!

MR. WISE MAN: Another word to the wise, Mr. Brown. Just follow up this Catholic reading program with good home discipline and example, and you'll have a son to make you proud.

\*St. Teresa School, Huron, S. Dak.



## For Catholic Book Week (Lower Grades)

## A JOURNEY TO BOOKLAND

Sister Mabel, O.S.B.\*

[This skit was given by sixth graders. The students themselves chose the selections, arranged them and composed some of the parts. All the class participated, but only eleven represented books. It is suggested that the eleven dress in costumes characteristic of their special book, or wear some attractive identification.]

## 1. Child with "Meet My Family" or similar book

I am a lovely picture book  
My desire is to please  
I give countless hours of joy  
To every eager girl and boy  
And teach love of people like these.

## 2. Child with attractive Fairy Tales

A book of fairy tales am I  
I will transport you away  
To those enchanted spots afar  
Where dwarfs, and gnomes and pixies  
are  
And elves and fairies play.  
SONG: "White Coral Bells"  
POEM: "Little Elf" by J. K. Bangs

## 3. Child with colorful Lives of the Saints

I am a book of adventure.  
I tell what saintly heroes did;  
I also tell of Christians bold  
Who died for Christ in days of old  
And precious relics hid.  
HYMN: "Faith of Our Fathers" (Gregory Hymnal)

## 4. Child with book on Nature

I am a book of nature lore  
And many secrets know.  
I tell of insects, birds, and bees,  
Of animals, of plants, and trees,  
And God, who makes them live and  
grow.  
SONG: "Armadillo" from the *American Singer, Book V*.  
POEM: "The Wind," by Christine Rosetti.

## 5. I am a book of Travel

Sail with me on foreign seas  
We'll visit lands of ice and snow  
We'll travel where the palm trees grow.  
We'll fly, sail or ride—which e'er  
you please.

## 6. Child with a Poetry Book

Poetry is my specialty.

You'll find in me at any time  
The very mood you'd like in rhyme.  
Serious, profound, or humorous like  
this:

SONG: "Old Zip Coon."

## 7. Child with a Speller

I am a friendly spelling book.  
I'll spell the words for you.  
I never get the letters wrong,  
Although the word may be quite long—  
As children sometimes do.  
SONG: It isn't any trouble just to  
S . . M . . I . . L . . E . . , etc.  
It isn't any trouble just to  
G . . R . . I . . N . . , etc.

## 8. Child with an English Book

I am a book of English.  
If you will study me,  
You'll learn to speak the way that's  
right,  
When, what, where and how to write;  
'Twill make a better American of thee!  
[Individual or group recitation of some  
of the English rules is effective.]

## 9. Child with an Arithmetic

I am an arithmetic  
I'll help you learn to figure.  
I'll teach you two times four are eight.  
And how to keep your decimals straight.  
That will help you when you're bigger.  
SONG: "Mental Arithmetic" (*American Singer, Book V*)

## 10. Child with a History Book

A book of history am I.  
I tell how the nations grow.  
I tell of battles lost and won,  
And deeds of bravery that were done  
By men of long ago.  
SONG: "Washington the Great" (*American Singer, Book V*).

## 11. Child with a Dictionary

I am a dictionary large,  
As you can plainly see.  
Each word I tell you how to spell,  
Pronounce, and what it means as well;  
Both young and old need me.

## 12. Child with the Bible

I am the Bible,  
God's own Book,  
I banish care and strife.  
I teach of God, the Father's love  
Of brotherhood, and heaven above  
I am your guide to life.  
CHORAL READING: from I Paralepomenon, 29, 10-13.  
HYMN: "Holy God" (*Gregory Hymnal*)



The Sixth Grade Presented "A Journey to Bookland."

\*St. Thomas More School, La Crosse, Wis.

# The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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## Catholic Press Month

It is tremendously important that Catholic children become familiar with Catholic newspapers, magazines, books, and pamphlets and learn to rely on them for authentic information and guidance in all the affairs of life — spiritual and material.

Just as an example: Most people who were not readers of *Catholic* newspapers and magazines had to wait till about the year 1945 to be warned about the frightful menace of Communism. On the other hand, readers of the Catholic press were warned, time and again, for about 20 years before 1945 of the danger of Communism to the world and also to our own nation.

There are few Catholic families who don't subscribe to a daily secular newspaper; yet there are quite a few who fail to read their weekly diocesan Catholic paper. Moreover, it is claimed by investigators that in Catholic homes the average is several secular magazines to one Catholic magazine. And in many Catholic homes we find few if any of the hundreds of modern, attractive, interesting, and even amusing Catholic books that have been published within the past few years.

We hope that our statement of these discouraging facts will not be interpreted as criticism of our overworked teachers. There isn't a Catholic teacher who is not trying in one way or another to promote the apostolate of the Catholic press. And we know that the Catholic press is being supported — otherwise it would not be with us with all its attractive appeals to the modern reader who demands the best.

Our purpose here and now is to urge that we use Catholic school papers and some adult publications in our schools, according to the age of the pupils, and that we do our best to develop in our children the habit of reading Catholic books because they find them satisfying.

During Catholic Press Month and Catholic Book Week arrange a display of Catholic literature. Have your students put on a program for *themselves*, their parents, and their friends. Explain to your students the 1953 slogan for Catholic Press Month: "The Catholic Press Helps Good Families Grow Better." — E. W. R.

## Candor, Truth, and History

In the preface to that extraordinary book, *The Life of James Cardinal Gibbons*, the competent historian John Tracy Ellis has something significant to say about historical scholarship that has wider application in all areas of public discussion and even in the exposition of doctrine. We are here concerned only with history, and the reader will make the application to the teaching of history through the original statement applied to the writing of history.

The discussion may be opened with a quotation from Pope Leo XIII's admonition of August 18, 1883, to three cardinals on historical studies, which he quoted from Cicero: That "the first law of history is, not to dare to utter falsehood; the second, not to fear to speak the truth, and moreover, no room must be left for suspicion of partiality or prejudice." This rule both Cardinal Gibbons and our author approved. A second step in the discussion is the candor of Purcell's *Life of Cardinal Manning* which used much of his private correspondence which was uncomplimentary to him. The book caused the Archbishop of Cashel to destroy most of his private letters as a consequence. "Cardinal Gibbons," says Ellis, "thought the candor made the portrait of Manning more convincing." Now to our main point:

"Just a year after Purcell's work appeared the Cardinal of Baltimore published his book called *The Ambassador of Christ*. In that volume he outlined his ideas on what should constitute a good biography.

In the main he drew the illustrations for his standards of objectivity from the New Testament where, as he stated, the denial of Peter, the early persecution of the Church by Paul, the worldly ambition of James and John, and the incredulity of Thomas were fearlessly recorded without any attempt at extenuation or palliation. Gibbons quoted with approval the remark that Leo XIII had made some years before to Cardinal Manning, to the effect that it had been too much the fashion in writing history to omit what was unpleasant, and that if the historians of the previous century had written the Gospels, for example, one might never have heard of the fall of St. Peter or of the treachery of Judas. Gibbons was pleased at the improvement he had noted in the more recent biographies, and it was his conviction, as he expressed it, that: "The public man, whether churchman or layman, who has never committed an error in judgment, or who was never betrayed into any moral delinquency, will hardly ever be credited with any great works or deeds worthy of being transmitted to posterity."

How true it is that if some historian had written the Gospels and as some teachers teach it what a saccharine story it would have made with no walking away of the multitude fed on the mountainside, no betrayal by Judas, no denials by Peter! Perhaps no seemingly ignoble crucifixion!

Much of the discussion of Christ as the "perfect" teacher is in the same spirit. We might expect from the discussion that Christ would have immediately transformed the world with His divine power immediately and directly saved Israel and the Gentiles — but God works in mysterious ways His wonders to perform — and let us try in our human way, with the help of Revelation and God's grace, to understand His ways and His wonders. Do not let us substitute merely human concepts as the way it ought to be.

It may be appropriate, here, to say a word about the *Life* of Gibbons. In it, candor serves truth and understanding. It is most significant in its cumulative effect rather than in specific details. Its panoramic picture of the American Church gives us an understanding of the difficulties, the problems, the conflicts that went on behind the scene; the personalities, the misunderstandings, and even misrepresentation; we see the living Church both in its very human aspects and in its magnificent destiny under the guidance of the Holy Spirit. John Tracy Ellis deserves the congratulations of every Catholic, every scholar, and all who seek the truth through the enlightenment of history. — E. A. F.

# Practical Aids for the Teacher

## A Christ-Centered Program in the High School

*Sister Rose of Lima, C.D.P.\**

*Acknowledgments: To Sister Mary Berenice, C.D.P., Instructor in Religion, Our Lady of the Lake College, San Antonio, Texas, for her inspiration and suggestions in planning a Christ-centered religion course; also to Sister Anna Louise and Sister Mary Alban, C.D.P., who assisted in preparing the unit.*

With the New Testament as the basic textbook, teacher and pupils will draw inspiration, form ideals of Christlike conduct, and learn to pattern their lives on that of their Divine Model. As a result they will familiarize themselves with Holy Scripture and learn to live more in accordance with the maxims of Christ. By daily reading and meditating on the life of Christ they will become filled with His spirit. Only by knowing Christ can they love Him, and only when they love Him will they desire to please Him. With proper correlation and integration with the other studies, the pupils will develop not only the basic Christian virtues, but also leadership, initiative, co-operation, honesty, integrity, and the other civic virtues which are essential for successful and right living in our American way of life.

An attempt has been made here to organize a year's plan into a succession of units which would take care of the ordinary subject matter in the high school religion course, and, at the same time, center around the Ideal, Christ, as the Teacher, the Source, and the Inspiration of everything good that has come down to us. The unit, being a flexible plan of inductive learning, lends itself well as a technique in a Christ-centered religion course and the formation of Christian ideals.

The units for the year may be arranged somewhat as follows. Unit I has been outlined in detail.

### PLAN FOR THE YEAR

**Unit I.** Christ in the Gospels: (A) His Humanity, (B) His Divinity, (C) His Role as Our Leader, (D) Our Role as His Followers. Time: Six Weeks.

**Unit II.** Christ and the Blessed Trinity: (A) Mystery of the Blessed Trinity, (B) His Heavenly Father, (C) God the Son, (D) God, the Holy Spirit. Time: Three Weeks.

**Unit III.** Christ's Share in God's Plan: (A) Creation of the Angels, (B) Creation of

Man, (C) The Plan Spoiled by Man, (D) Christ's Role as Redeemer. Time: Six Weeks.

**Unit IV.** Christ, Teacher of the Law: (A) The Great Commandment, (B) How to Show our Love for God, (C) How to Show our Love for Neighbor. Time: Three Weeks.

**Unit V.** Christ in the Liturgical Year: (A) Advent, (B) Christmas Tide, (C) Lent, (D) Paschal Season, (E) Pentecostal Season. Time: Six Weeks.

**Unit VI.** Christ Remains with Us: (A) Through the Church, His Mystical Body, (B) Through the Sacraments, (C) The Sacrifice of the Mass. Time: Six Weeks.

**Unit VII.** Christ, Dispenser of the Blessings of Civilization, through the Church: (A) The Witness of Antiquity, (B) The Church in the Middle Ages, (C) The Church in Modern Times. Time: Six Weeks.

**Unit VIII.** Our Blessed Mother: (A) Mary's Part in the Life of Christ, (B) Mary's Part in the Mystical Body, (C) Mary, Our Mediatrix. Time: Three Weeks.

### UNIT I CHRIST IN THE GOSPELS

I. **Theme:** The words of Christ, "Come, follow Me."

II. **Aim:** To form other Christs

III. **Teacher's Objectives:**

1. To study Christ, our Model in the Gospels

2. To understand His rôle as a great Leader

3. To learn and to appreciate His great virtues

4. To create a great admiration for Christ

5. To arouse a great love for Christ

6. To give pupils a great desire for Christ-like living

7. To show pupils how to live in a Christ-like way

8. To make students apostolic minded

IV. **Presentation:**

1) Show a good film on the "Life of Christ." (2) Discuss heroes that have been studied and admired in history, such as Washington, Lincoln, Pasteur, Carnegie, Carver. (3) Discuss the great forces that have shaped our civilization as we know it today (4) Discuss the struggle between Christianity and Communism, and the leader in each case. (5) Show how Christianity brings happiness into the world, while Communism ends by bring-

ing misery. (6) Show the part that Christ played, compared with that of all other great leaders in history. (7) Show how the Gospel proves that Christ had a magnetic personality. (8) Set up Christ as our Model. (9) Show that the saints imitated Christ. (10) Discuss and show pictures of St. Agnes, St. Tarcisus, St. Sebastian, St. Francis of Assisi. (11) Show how we can become other Christs. (12) See what you can do to help win the world to Christ.

V. **Pupil Objectives: What We Want to Learn**

1) To know and appreciate Christ, our Leader. (2) To know His platform. (3) To learn what it means to be a real Christian. (4) To appreciate the privileges of a Catholic Christian. (5) To become a leader in Christ's apostolate. (6) To have other young people like myself become great saints.

VI. **Pre-test: Knowledge and Understandings**

1) Who is Jesus Christ? (2) What does the name *Jesus* mean? *Christ*? (3) What are the Gospels? (4) Who were the Evangelists? (5) What is a Christian? (6) What does the Incarnation mean? (7) How many natures are there in Christ? How many persons? (8) Did Christ have a human soul? (9) Did Christ have a human will? A divine will? (10) What are the basic virtues of a Christian life? (11) What do you understand by almighty, atonement, appropriate, chronological, destitution, fulfillment, heresy, infallible, infinite, prophecy, prototypes, supernatural, evangelical, vice, virtue, Emmanuel, anointed, Scripture, apostolic? (12) Is Mary truly our Mother? Why? What is her role in our lives?

VII. **Orientation**

1) How do great leaders come to be recognized, as for example, candidates for president? (2) What are their platforms? (3) How do they run their campaigns? (4) How could Christ be recognized? (5) When did He explain His platform? (Sermon on the Mount) (6) Of what did it consist? (The Eight Beatitudes).

VIII. **Assimilation Activities**

A. *Humanity of Christ in the Gospels*

1) Reading about His birth. (2) Studying His life at Nazareth. (3) Finding examples of His sympathy and understanding of human nature. (4) Reporting on instances of His mercy to sinners. (5) Writing and acting a movie script showing "A Day in the House of Nazareth" when Jesus was fifteen years old. (6) Meditating on His sufferings and death. (7) Seeing film strips on the "Life of Christ." (8) Making an illustrated booklet,

\*St. Joseph Academy, Abilene, Tex.



"Christ's Character" with examples from the Gospels showing that Jesus was kind, thoughtful, friendly, forgiving, meek, and patient.

#### B. Divinity of Christ in the Gospel

1) Reading and reporting on the miracles of Christ. (2) Writing a list of instances which showed that He was God. (3) Studying His doctrines. (4) Showing the universality of His teaching and the permanence of His work. (5) Making an illustrated booklet, "Christ was Divine," showing that Christ could read minds and hearts, control the winds, cure the incurable, drive out devils, and change one substance into another.

#### C. Christ the Great Leader

1. Marks of a great leader: dynamic personality, power to convince, zeal for the good of all, freedom from self-interest, love for all, even the lowly ones, and integrity of truth and doctrine.

D. Examples from the Gospel to show that Christ possessed all these marks in an eminent degree.

#### E. His platform: How to be Happy

1. The Eight Beatitudes for all Christians.

2. The Evangelical Counsels for those who would follow Him more closely.

3. The call of the rich young man, who went away sadly.

4. The call of the Apostles, who left all to follow Him — Matthew, Peter, Andrew, John, Nathaniel.

5. How I can follow Christ more closely.

#### F. Striving to Become Other Christs

1. By imitating His virtues — love for His Heavenly Father, loyalty to His Blessed Mother, charity toward all men, humility and meekness, prayerfulness, self-denial, obedience, and purity

2. Using the helps Christ gives us through the Sacraments, through prayer, through daily reading of the *New Testament* and the *Imitation of Christ*, and through the practice of "The Character Builder"

3. Practicing zeal for souls: as an ideal Sodalist of our Lady, as a Confraternity worker, as a member of the Legion of Mary, and by helping missionaries through prayer and almsgiving

#### G. Extra Assignments for Superior Pupils

1. Reading lives of saints and giving reports on St. Francis of Assisi, St. Francis de Sales, St. Dominic Savio, the Curé of Ars, the Little Flower, and Maria Goretti

2. Preparing to give a radio script on "Christ-like Leadership"

a) Obligation of Catholic boys and girls to exert leadership

b) Spreading Christian principles to solve the world's problems

c) Getting into key positions, as radio, journalism, labor, or business

3. Giving a panel discussion on "How to Practice Christlike Leadership" in the fam-



— G. C. Harmon

ily, in school, in social life, including speech, dress, social activities

4. Making poster cards with sayings and maxims for the bulletin board

#### VIII. Culminating the Unit

A. Having a symposium on "Christ's Character as Seen in His Dealings with Men"

B. Writing a theme on "How to Be an Apostle of Christ"

C. Writing a conversation between you and our Lord in making a visit to the Blessed Sacrament

D. Composing a short meditation on "Christ's Love for Me"

E. Making this your motto and living up to it: "All for Jesus through Mary!"

#### IX. Bibliography of Materials and References

A. For the teacher: (1) film, the "Life of Christ"; (2) filmstrips on the "Life of Christ," from the Catechetical Guild; (3) poster paper; (4) a file with pictures on the life of Christ; (5) tagboard for a religion bulletin board; (6) Elwell, Dunn, Doud, *Our Quest for Happiness* series, in four books; (7) teacher's manual to *Our Quest for Happiness*; (8) *The New Testament*; (9) *The Imitation of Christ*; (10) Sheen, F., *The Mystical Body of Christ* from Sheed and Ward; (11) Goodier, A., *The Life of Our Lord Jesus Christ*.

B. For the pupils: (1) Blanton, M., *Bernadette of Lourdes*, Longmans; (2) Butler, A., *Lives of the Saints*, Kenedy; (3) Chesterton, G. K., *St. Francis of Assisi*, Doubleday; (4) Elwell, Dunn, Doud, *Our Quest for Happiness*, Mentzer, Bush, & Co., Chicago; (5) Gheon, H., *The Secret of the Curé of Ars*; (6) *The Secret of Don Bosco*; (7) *The Secret of the Little Flower*; (8) *The Secret of*

*St. Margaret Mary*, Sheed and Ward; (9) Goodier, A., *The Public Life of Our Lord Jesus Christ*, Kenedy; (10) *Saints and Sinners*, Sheed and Ward; (11) Husslein, J., *Heroines of Christ*, Bruce; (12) Sister Jane Marie, *Life of Our Lord*, Bruce; (13) Mullan, K., *Teresa of Avila, the Woman*, girls' level, Pustet; (14) Resch, *Our Divine Model*, Bruce; (15) Russell, *Christ the Leader*, Bruce; (16) *The New Testament*; (17) *The Imitation of Christ*.

#### X. Evaluating the Unit in Terms of Objectives

##### A. Testing knowledge and understandings

1. What were the chief objectives in studying this unit?

2. How did Christ show that He was a great Leader?

3. How did Christ show that His mission was divine?

4. Outline His platform as expressed in the Eight Beatitudes.

5. How can we know a disciple of Christ? (Quote from the Bible)

6. Name some saints who became great heroes through following Christ's teachings.

7. What virtues did Christ show: (a) When He blessed the little children? (b) When He went into the mountain to pray? (c) When He forgave Mary Magdalen? (d) When He was found in the temple? (e) When He fled from the multitude that wanted to make Him King? (f) When He suffered three hours on the cross?

8. List the virtues that you should practice this year and give an example of how you could practice each.

##### B. Testing for ideals, appreciations, attitudes

1. Observation and checking for improvement in Christlike living.

2. Conference — Private interview with the pupils.

3. Giving a questionnaire before and after the unit, and checking for change of attitudes and habits. (Hand out mimeographed sheets and ask pupils to check honestly without putting their names.)

a) Do I raise my thoughts to God when I wake up in the morning?

b) Do I offer everything to Jesus through Mary?

c) How often do I go to Mass?

d) How often do I go to Communion?

e) Does it help me to be more Christlike when I go?

f) Do I do anything just so others will think well of me?

g) Do I do all my actions out of pure love for Jesus?

h) Do I make a daily spiritual reading from the *New Testament* or *Imitation of Christ*?

i) Do I make a daily visit to the Blessed Sacrament?

- j) Do I forgive others for Christ's sake?
- k) Do I go and make up with my friends when I have offended them?
- l) Am I kind and polite at home?
- m) Do I do little acts of charity?
- n) Am I obedient?
- o) Would I rather take a punishment than tell a lie?
- p) Do I revenge myself?
- q) Do I look down on the poor and ignorant?
- r) Do I stay away from occasions of sin?
- s) Do I think it the most wonderful thing in the world to be a Catholic Christian?
- t) Do I have a great desire to be Christ-like?
- u) Do I find it hard to be good?
- v) Do I love prayer?

- w) Do I find the time long at Mass?
- x) Do I practice the "Character Builder"?
- 4. Checking with the objectives (teacher's and pupils')
- a) Are the pupils learning Christ through the Gospels?
- b) Are they becoming more Christlike?
- c) Do they show a love and appreciation for His virtues?
- d) Do they practice the virtues we have studied?
- e) Are they apostolic minded?
- f) Are they developing leadership?
- g) Do they admire Christlike conduct and read the lives of the saints?
- h) Do they appreciate being Catholic Christians and avail themselves of the Sacraments?

## The First Grade at Mass

*Sister M. Angela, O.S.B.\**

Conduct in church should be emphasized from the first day of school; it is a first step in the development of a feeling of respect for God's house, which is followed by a love of the Mass. The whole weight of instruction is on *love* during this first year. The first lesson consists in a group discussion of what the church is and Who "The All Holy" is Who lives there. Awaken in the little hearts so ready to love a deep love of the dear Lord. It isn't hard and while we are doing this, our own love deepens and increases. After a discussion of this, we are ready to make a visit to the church itself to take special note of the tabernacle, as God's home among us. Concentrate on the tabernacle and the Divine Presence; do not take in too much! If questions are asked, answer them very simply and briefly. From here on, talk *love*, see *love*, hear *love*, and live *love*. The home, friends, teachers, and all should lead directly to God.

### Church Etiquette

Now comes emphasis on genuflections, posture, and attention at divine services. I do not think there will be too much to do if only one thing is taken at a time. I teach the simple prayer "Jesus, I *love* You," for the genuflection. From the first week, I insist on folded hands at Mass. Not all through, but when we are standing. Along with this, there must be no touching or leaning on the pews. When the children are seated or kneeling their little hands may take a more comfortable

position. Attention usually follows correct church posture and behavior. It is so edifying to see the little ones standing like soldiers and being rather proud of themselves for being able to do so. The above has taken us well on into October.

### Introductions to the Mass

About now questions arise such as, "What does Father say when he turns around?", "What do the big kids answer?", "Why does the bell ring?" and so forth. I begin in the middle with the Consecration and Elevation. In all our formal religion classes we have talked about God's power and marveled at it, for little children's faith is beautiful and touching. At this point, Mass pictures are useful. Large, simple, colored ones, should be used if possible. Proceed slowly. Put up a series if you wish, but I prefer to take one at a time. Don't take all the actions of the Mass but just a few highlights in this manner. Spend several days on the Sign of the Cross at the beginning of the Mass. Check after each daily Mass as to class and individual progress. Remember to praise the children for every little improvement. Usually I talk a little on the Gospel text. The triple Sign of the Cross, the Gospel book, and the Gospel as the true story of Jesus. Then comes a little about the Offertory, a review lesson on the Consecration; then Holy Communion. Along in here we have learned to answer the priest when he says *Dominus vobiscum*. It gives one a thrill to hear wee voices pipe out with *Et cum spiritu tuo*; and remember they know what it means. The *amens* are answered

also. This does not mean in low Masses only but sung Masses as well.

### Introduction to Books

Our First Communion books are ordered about Christmas time. I use the one by Father Peter Julian called *A Child Prays*, illustrated by an artist we all know well. Charlotte Ware is known to the children through her work in the *Faith and Freedom* series of readers. Use any book you wish, but it must be illustrated simply and colorfully. As soon as the books arrive, we begin to use them a few minutes daily. I do this the first period in the morning, the main reason being that the little hands are still clean. True, some of the gold is off our little books and they occasionally look as if they have been used and loved very hard, but isn't that what we want?

After an examination of our treasure we start on page 17; a little prayer in preparation for Mass. I proceed something like this: I read the directions or explanations which are given and printed in the same type as the rest of the book. This, I find is an advantage as there is no confusing small print. After a short discussion on these directions, I read the prayer slowly while the little ones follow along in their own books. The way the lines are spaced is very helpful for getting the thought. We then read it through one or more times. Too much individual work takes away from the meaning of the offering—and this is not a reading study period. The next day we use our books in church just for this prayer and no more. We may have to spend two days, maybe more, on just this one prayer. Take your time! From here on we pray the Mass with pictures as well as words.

### The Sign of the Cross

When we are ready there comes a simple explanation of Father's preparation of the altar for the Mass. Next comes the all important right start of the Mass, the Sign of the Cross. Take this and nothing more, for that day. Comment after Mass on those who remembered and on little improvements of each day. It is important that they be encouraged and praised for even minute progress. The little book gives a simple prayer for the Confiteor or confession of sins. We prepare this as the first prayer was prepared. When I think that we are ready we resume use of our books at Mass, but just up to the point where we have studied. I need not say that each day begins with a brief review. Keep reminding the children to follow Father's actions and the picture in the book. You understand, pictures of all actions are not shown but just enough to enable them to follow readily the important steps of the Mass. The doxology follows for reading during the Introit; the Kyrie, we answer in Latin, the Gloria or Angels' Song is prayed

\*St. Joseph School, Moorhead, Minn.

All For Thee Sweet Jesus

S.M.L.O.P. S.M.L.O.P.

SLOWLY

All for Thee sweet Jes-us, All through Ma-ry's Sac-red Heart, I  
 May I live sweet Jes-us, Just to prove my love for Thee, That  
 of-fer Thee my work and play; Give me the grace to do my part.  
 some day I may heav-en gain; and there for-ev-er hap-py be.

*A Hymn for Younger Children by Sister M. Limana, O.P.*

by little people who love the story of Christmas. Continue in this manner until the offertory is reached; here stop for a week or so for review. You'll not be sorry.

#### The Offertory

The Offertory needs much more intense preparation and the pictures are missing for this part. (The picture of the elevation of the Chalice is also missing. I solved this, by inserting a holy card picturing this sacred moment.)

Follow this same procedure day by day; the little ones love it and will astonish you with the progress they make as well as with their insight into the meaning of the sacrifice. Of course, remember, this is the first grade and babes of six are praying the Mass.

#### Holy Communion

At the absolution before Holy Communion, spend some time on the significance of that Sign of the Cross. How these little ones appreciate going to Jesus with small offenses all remitted. I have had parents tell me that they never knew this, and that they value this knowledge. This is also a good time to tell the children something about Spiritual Communions.

After Holy Communion we do not pick up our books at once but little faces are bent over open hands, so they can see no one but the Precious Friend in their hearts. Instruct the children that this is the time to tell Jesus all the secrets, big and little, and most of all, to love Him and Love Him. After a few minutes of such solemn prayer we again use our books to pray the "Prayer Before the Crucifix," and say the prescribed prayers to gain the indulgence.

Finally comes the last blessing, the triple Sign of the Cross before the last Gospel, and the end of the Mass.

#### Patience Rewarded

I have had success with this method and I hope to continue this program, making adjustments where I deem it necessary.

This year, First Communion Day found many little hearts ready and eager for the dear Lord's first visit. During the Mass, without a single exception, little hands turned the pages of small prayer books at exactly the right time, following Father's every action. Parents also noticed this and made many favorable comments.

This may sound ridiculous, but on days that the children use their books at Mass I use the same kind of Mass book. Logical reaction is pleasure, carefulness, and a feeling of achievement, because they are doing just what Sister is doing.

There is much work connected with this program. Constant vigilance, and much re-checking, encouraging, and lauding for each new step and each new effort. It's worth it! Try it! It works!



## For the Bulletin Board

*Sister M. Sarah, O.S.F.\**

Clever corners can be made for the bulletin board by using a basic corner, i.e., a triangle with one side cut in a pattern or irregularly. Use contrasting colors of construction paper. Then pin or staple artificial flowers to them. Brown and yellow with a marigold is in keeping with fall, while blue and white with a saucy daisy makes very attractive ones for spring.

Give your bulletin board life by using three-dimensional posters. One such that was quite effective was made of dark green construction paper cut irregularly, somewhat like a cumulus cloud. Figures were fashioned from pipe cleaners and dressed with multi-colored metallic paper to enhance the poster. One figure was in the position of calling while the other had her ear cupped. Small letters cut from plaid wallpaper spelled, "Have you heard?" Or, "Did you know?" could also be used.

Beneath the poster were small pieces of construction paper with printed or typed messages such as: "There's a test on Thursday?" or "That John Nolan's birthday is tomorrow?" etc.

For our Lady's feastdays, take her picture and cut it round to form the center of a rose. Cut light and dark pink rose petals of crepe paper, stretch, curl, and paste around the picture. Fashion a stem from green-covered wire and add a leaf or two.

A good attention-getter is made of newspaper pinned at an angle on the board. A hole having been pushed in the paper, curl the strips back and pin. Then in the center of the hole put your announcement.

\*Stella Niagara, N. Y.



# Catechism Stories

Rev. Lawrence G. Lovasik, S.V.D.\*

## A Word by the Editor

Father Lovasik, a missionary of the Society of the Divine Word, has prepared these stories to illustrate the lessons in the Baltimore Catechism. Installments have appeared monthly in the *Catholic School Journal* beginning in October, 1952.

The number of the question illustrated precedes each story; the first number in each case refers to Baltimore Catechism No. 1 and the number in parentheses refers to the same question in Baltimore Catechism No. 2.

The stories for each Catechism lesson are preceded by Father Lovasik's brief introduction entitled "Instruction." Each story is followed by the author's "Application" to the lesson.

Father Lovasik's manuscript has the Imprimatur of Most Rev. John Mark Gannon, Bishop of Erie, Pa.

## Lesson Five

### THE CREATION AND THE FALL OF MAN

#### INSTRUCTION

*Man* is a creature composed of body and soul, and made to the image and likeness of God. The soul is like God because it is a spirit having understanding and free will. The soul is destined to live forever.

The first man and woman were Adam and Eve. They were the first parents of the whole human race. The *chief gift* God bestowed on them was sanctifying grace, which made them children of God and gave them the right to heaven. God bestowed *other gifts* on Adam and Eve: happiness in the Garden of Paradise, great knowledge, control of the passions by reason, and freedom from suffering and death.

God gave Adam and Eve the commandment not to eat of the fruit of a certain tree that grew in the Garden of Paradise. However, Adam and Eve did not obey this commandment. They ate of the forbidden fruit. On account of their sin, they lost sanctifying grace, the right to heaven, and their special gifts. They became subject to death, to suffering, and to a strong inclination to evil. They were driven from the Garden of Paradise.

Because of the sin of Adam we, his descendants, come into the world deprived of sanctifying grace. This sin in us is called original sin. We inherit Adam's punishment as we would have inherited his gifts had he been obedient to God. The chief punishments of Adam which we inherit through original sin are: death, suffering, ignorance, and a strong inclination to sin.

#### QUESTION 24 (48)

#### THE MASTERPIECE

We are told that during thirty years St. Albert the Great spent the hours of his recreation from his hard studies in building a highly artistic mechanism, which not only looked like a human being, but was supposed to imitate the human voice and the human movements. However, he kept this favorite occupation of his a deep secret.

Finally, he had perfected the mechanism so far that he wanted to surprise those about him. When he saw one of his students walking along, he placed the artificial man in such a position that

the newcomer must see him immediately. The Saint himself went into hiding in order to watch his surprise.

When the student noticed the strange thing, he was astonished and terrified. But when it even walked toward him with awkward movements and stammered a few words, he grabbed a metal poker and rushed upon the work of art. Horrified, the master jumped from his hiding place and shouted,

"Stop, stop, you foolish boy."

But he was too late; the masterpiece had been destroyed. Too late the student learned that he had ruined, in one moment, what St. Albert had laboriously constructed in thirty long years.

#### Application

Your soul, created by God to His own image and likeness, is a far more magnificent and more precious masterpiece than this imitation of a man on which the great Doctor of the Church had worked for thirty years. For thirty-three years, your Saviour labored and suffered to restore the original beauty of the human soul, which had been lost through original sin. When you commit a mortal sin, you ruin, in one moment, the masterpiece of Divine love and omnipotence within yourself.

#### QUESTION 26 (54)

#### FELIX, THE MONK

A story is told of a monk, named Felix, who one summer morning was walking near the monastery, and heard a bird singing in a tree overhead. A beautiful blue bird was there, the sight and sound of which filled him with thrilling joy. For a long time he followed it as it flew from tree to tree, farther and farther away, until at last it flew out of sight. Then in the distance he heard the monastery bell ringing its summons. He could hardly believe that it was time for evening prayer already.

To his surprise, the lay brother who let him in was a new one whom he had never seen. Stranger still, every face he met about the monastery was new to him, though all wore the familiar habit of the Order. At last he spoke to a monk.

"Where have you all come from, and where are all our priests?"

The other looked at him puzzled, and took him to the old Prior, the superior of the monastery.

"Tell me your name and where you come from," said the Prior. "Have you been a monk in this house? I have been Prior forty years, but cannot remember your face."

The monk told his name, and how he had listened to the blue bird and followed it over the country for hours.

"Did you say *hours*?" asked the oldest monk of the community, who sat there listening. "What is your name in religion?"

"My name is Felix."

"Wait a minute," said the aged monk, and then he took down an ancient leather-bound book which recorded all the history of the monastery.

Sure enough, there it was written in faded ink now, ninety years before, a monk named Felix had left the monastery, without a word to anyone, and had never afterwards been heard of.

Felix fell on his knees and prayed aloud, "My God, I thank Thee, for now I understand how a thousand years would pass like a single moment in the joy of Thy presence." And with that he fell forward and died peacefully.

\*Sacred Heart Seminary, Girard, Pa.

**Application**

God gave Adam and Eve the commandment not to eat of the fruit of a certain tree. God also has given us commandments not to eat of the forbidden fruit of this world, that we may not lose the eternal happiness which He has prepared for us.

The monk, Felix, did not realize that time was passing while he followed the blue bird and listened to its beautiful singing. The blue bird is a picture of the useless or forbidden pleasures of the world. How foolish it is to give up eternal happiness for the short pleasures of this world! How foolish to waste the precious moments of life chasing a bluebird of false happiness.

**QUESTION 27 (55)****THE HIGH WALL**

There was once an island on which very many children were playing. They danced and sang together because they were very happy. There was a high wall around this island, and beyond the wall was a threatening sea. They enjoyed themselves as long as they were protected by this wall.

One day a man said to them, "Tear down the wall and you will be free."

The wall was torn down, stone by stone. Then the children saw the threatening sea and they were frightened. They did not want to sing, or play or dance anymore, but gathered together in the middle of the island.

**Application**

The island is like Paradise. The high wall is the Law of God. As long as it protected Adam and Eve from the evils of sin, they were happy. But as soon as they agreed to let the devil tear down the wall and refused to obey God's commands, they became unhappy and brought unhappiness to the world. Sin brings sadness and God's punishment. It is true freedom to be surrounded by the wall of God's commandments. To disobey these commandments makes you a slave of the devil.

**QUESTION 28 (56)****THE FOX WHO LOST HIS TAIL**

A fox, having been caught in a trap, was able, after a severe struggle, to break away, but he was forced to leave his tail in order to save his neck. After a time he began to realize the disgrace which the loss of his tail would bring upon him, and he almost wished he had died in the trap.

At length, however, he made up his mind to save his good name. Calling a meeting of the foxes, he proposed that all should follow his example.

"You have no idea of the ease and comfort with which I now move about" said he. "I would never have believed it if I had not tried it myself. But really, when one comes to think of it, a tail is so heavy and unnecessary that it is a wonder that we should have put up with it so long."

He paused for a moment in the hope that he might find some support from his listeners, but as no one seemed inclined to interrupt, he continued. "I propose, my worthy brethren, that you profit by my experience and that henceforth from this day all foxes cut off their tails."

An old fox, who had listened carefully to the suggestion, now stepped forward.

"I rather think," he said, "that you would not have advised us to part with our tails if there had been any chance of getting your own back again."

**Application**

The devil is like the fox when, having lost heaven and all its happiness, he tried to make Adam and Eve suffer the same loss. He

told them they would be like God if they ate the forbidden fruit. Do not be fooled by the devil as Adam and Eve were, but be like the wise old fox in this story, who noticed the trick and wouldn't cut off his tail just because the other fox said it was better for him to do so. Never allow the devil to rob you of your greatest treasure—God's friendship and sanctifying grace.

**QUESTION 29 (57)****THE DISOBEDIENT PARENTS**

Long ago a certain young king wished to honor a friend of his boyhood days and gave him a large estate and the title of prince. By the royal decree not only he, but all his children and descendants were to be princes and princesses.

But the new prince and his wife became proud. They disobeyed the king and tried to set up a kingdom of their own. However, they failed. The king was kind and spared their lives, but they lost their estate and their princely rank, and became once more only subjects.

When their children grew up and realized that they would all have been princes and princesses if their parents had been loyal to the king, they were sorry, of course, but they saw clearly the reason for the punishment and did not blame the king. As children of disobedient parents, they were willing to accept the punishment which their parents deserved.

But the king had a son who was very kind. He loved these children of the disobedient parents so much that he came to live with them. He pleaded with his father to give them back what they had lost. The father did so for the sake of his son.

**Application**

So it is with original sin. God created Adam and Eve in a state of grace, that is, children of His own family with a right to heaven. But they lost this gift for themselves and for us. Now we are all born merely men, without the grace God meant us to have. Jesus is the King's Son who lived with us and by His death on the cross obtained from His Father the grace we had lost. At Baptism that grace is first given to us, and original sin is washed from our soul.

**QUESTION 30 (58)****WRONG IDEA**

There was a knock at the rectory door of a mission in the Philippines. The missionary opened the door to see a small boy standing on the porch.

"What can I do for you, son?" asked the priest.

"Father," stammered the lad, "I have committed original sin."

"Original sin?" echoed the priest. "How's that?"

"Yes, Father," the boy explained, "I stole apples from your orchard."

Gradually the priest discovered how the boy had reasoned: The priest belonged to the Lord, and so did the priest's orchard. To steal something from that orchard was just like taking it from the Lord Himself, just like the sin of Adam, who took some fruit that he was not supposed to take. With a smile the missionary told the boy that he did not have to steal any fruit; he was welcome to take apples any time he wished.

**Application**

The boy did not have a correct idea of original sin. He was mistaken in thinking he had "committed an original sin." We don't commit it; we inherit it. Adam and Eve were stewards of the all-rich God. They represented us. But, they squandered God's gifts of soul and body. They lost them for themselves and for us. Like the boy, we should go to God and God's representative for forgiveness and for the strength of the sacraments so necessary to knowing and doing God's holy will.

## QUESTION 31 (62)

## SAINT BERNADETTE

Bernadette was an ardent lover of Mary Immaculate. One day, while gathering wood, she heard a whistle of wind. With astonished eyes the child saw a niche in the upper part of a rock filled with golden light, and there in the midst of it stood a lady of great beauty. Puzzled, Bernadette began to rub her eyes. No, the person in the niche was not hazy as in a dream; the lady stood clear in her halo of light. She was more beautiful than any words could describe. Her robe glowed with the whiteness of snow in the sunshine and swept in majestic folds to the ground. Her head and shoulders were framed by a white veil, which fell the full length of her robe. A blue sash encircled her waist, and its two ends, wide and unornamented, reached down in front almost to her feet. Each of her feet bore a rose of purest gold. She wore neither a ring, nor a necklace. Only a rosary, whose beads were white as drops of milk and whose cross and chain were of gold, hung from her right arm. Her hands were open, and her arms outstretched slightly in front.

"She looked on me with a smile," says Bernadette, "and beckoned to me to approach, as a mother might her child. I rubbed my eyes, shut them, and opened them; but the lady was still there, and still smiling, to make me understand that I was not mistaken.

Without fully realizing what I was doing, I took my rosary from my pocket and fell to my knees."

During another apparition the Lady told her little client, "I do not promise to make you happy in this world, but in the other."

Eighteen times she appeared to Bernadette. And one day Bernadette made this request: "My Lady, would you be so kind as to tell me who you are?"

The Lady answered with a smile. This is how Bernadette describes what happened in that last apparition: "Three times I asked the Apparition her name. At the third instance, she stretched out her hands, which until then she had held joined, raised them, and she said: 'I am the Immaculate Conception.'"

And having thus completed her great message to the world, the Lady smiled on Bernadette and withdrew without further word of farewell.

## Application

Our Lady appeared to Bernadette in 1858. Less than four years before, on December 1, 1854, Pope Pius proclaimed that Mary in the first instant of her conception was preserved free from all stain of original sin through the merits of her Divine Son. At Lourdes the spotless Queen had come to confirm the infallible utterance of God's Vicar on earth and declared herself not only immaculately conceived, but, "The Immaculate Conception."

## Learn and Play on Lincoln's Day

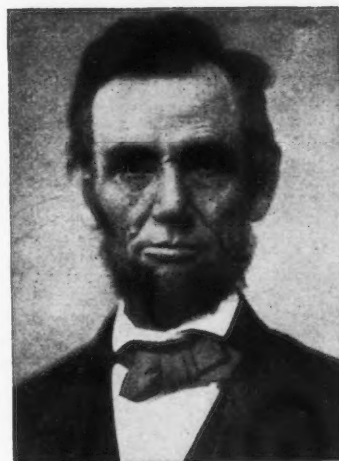
## A TRIBUTE TO LINCOLN

*Sister M. Cassilda, O.S.F.\**

CHARACTERS: Lincoln, the announcer, a drummer boy or pianist, seven pupils chosen for the acrostic.

*The program opens with the pianist or drummer boy leading in the students who hold their letters before the audience.]*

- L** For Liberty — strong, brave, and true,  
That Lincoln protected for me and for you.
- I** Is for Interest in our country so dear,  
When our nation was faltering amid hope and fear.
- N** Stands for No that good Abe could say,  
When God or his country they would have him betray.
- C** Is the Courage to stand for the right,  
And a challenge for traitors who seek to take flight.
- O** The Old Glory that still waves on high,  
We love it like Lincoln — for it's honor we'll die.
- L** Is the Love so loyal and brave,  
That brightened the hopes of the down-trodden slave.
- N** The Nobility and the courage to weigh,  
Our problems of war with the blue and the gray.



*[A make believe radio station may be set up in the room as an additional interest for the students. One pupil will be chosen to act as the announcer, broadcasting from the A-B-C Station in Kentucky. (Abraham's Boyhood Cabin.) The front of the room will serve for the stage. Large letters, cut and covered with patriotic colors will be carried by the pupils taking part in the acrostic. The announcer will be ready to open the program with a few short comments.]*

*[The pupil, chosen as Lincoln carrying Old Glory marches in facing the audience while the class sing the following stanzas to the melody of "Battle Hymn of the Republic."]*

## 1.

Of all the noble men who tread this land so fair and free,  
We love to sing of Lincoln and his noble history.  
You can see him with Old Glory as he stands so straight and tall,  
For he never let our old flag fall.

## Chorus

Honor to our nation's leader — who for us a country made.  
May his glory ring forever — for the union that he saved.

## 2.

So let us sing of Lincoln; he's the hero of the free,  
A challenge to our valor and the youth of 53 [1953].  
Like Abraham we'll battle on and sing along the way,  
We're the Lincolns of today. [Chorus]  
*[Program may close with Allegiance to the flag or "Star Spangled Banner."]*

\*St. Procopius School, Chicago 8, Ill.



# Recent Books for Classroom and Library

## WHAT IS THIS LIST?

This list has been compiled by the staff of the *Catholic School Journal* mostly from titles which have been suggested by the publishers of the books as suitable for use in Catholic schools. In nearly all cases the books can be classified as recent. In most cases they have been published, or at least revised, within approximately the past year; some of them have not yet been published.

The listing of a book does not necessarily mean that the *Catholic School Journal* recommends it, but that we think you should examine a copy of it, if you are in the market for such a book. Most publishers are willing to lend you a book for examination or to sell it to you on approval. Following the name of the author and the price of a book is an abbreviation of the publisher's name. These abbreviations are listed alphabetically with the full name and address of each publisher at the end of this classified list of recent books.

## WHY THIS LIST?

This February, 1953, issue is the 20th annual Schoolbook and Library number of the *Catholic School Journal*. February is Catholic Press Month and February 22-28

is Catholic Book Week. While the following list covers both secular and Catholic books, many of the titles are distinctively Catholic.

Another important reason for publishing a list of recent textbooks, and library books early in the calendar year is to help you to select the new books you need right now and those you will need at the opening of school next September. Unless you plan this important matter of school administration well before the close of the present semester, you will have to worry about it during the summer and, because of the rush of orders in the publishers' offices and shipping rooms in August, you may not have on hand the books you want at the beginning of the school year.

## FURTHER HELP

This list contains only books that have been brought to our attention on the present occasion. The regular book reviews in this *Journal* published this month and throughout the year, as well as reviews in many general Catholic magazines and newspapers and some of the secular periodicals, are more extensive and detailed. The Catholic Library Association also has sponsored a number of helpful book lists.

## GRADES I TO VIII

### ARITHMETIC

#### Growth In Arithmetic

By Clark and others. World  
New numbers of the series include: *Let's Count* (readiness), *Number Book 1*, *Number Book 2*, Textbooks for Grades 3-8, and Workbooks for Grades 3-8.

#### Arithmetic for Today

By Durell & others. 36 to 52 cents. Merrill.

This textbook-workbook series of one book for each grade (1-8) is based on the program of teaching arithmetic outlined in *The Teaching of Arithmetic*, the 50th yearbook of the National Society for a Study of Education. There is a Teacher's edition of each book.

Merrill has announced for publication in January, 1953, a cloth-bound book combining the material for grades 3-6. Price, 99 cents.

#### Jolly Numbers (1952 ed.)

New editions of these books issued by Ginn & Co. for beginners. Activities such as coloring, drawing, counting pictures, playing number games. Carefully planned and attractive to children.

#### Numbers We See

By Riess & others. Price ? Scott.  
A picture-method number-readiness book for grade 1. *Our Number Workshop I* is the accompanying workbook.

#### Numbers in Action

By Hartung & others. Price ? Scott.

This book for grade 2 uses *action* as the clue to developing number understanding. *Our Number Workshop II* is the workbook.

#### Making Sure of Arithmetic (1952 ed.)

By Morton & others. Silver.  
Grades 1-8. Promotes thorough understanding of each step. Workbooks and guides available.

#### Numbers at Work

By Patton & Young. Four books for grades 3-6, \$2.12 each (net \$1.59). Books for grades 7-8 on the press. Iroquois, 1952.

New modern arithmetics, illustrated in color. Basic processes and fundamentals with modern methods.

#### The World of Numbers

By Dale Carpenter & others. Macmillan.  
A basal series for grades 1-8.

#### Working With Numbers

By Benbrook & others. Steck.  
A complete, illustrated course of 8 books for grades 1-8. Worktext editions priced from 56 to 64 cents, retail; New permanent editions of books 1 & 2 were published in 1952 at \$1.72 and \$1.88. Teacher's editions available. Other teaching aids and devices—cards, charts, etc.—also available.

#### Shea Arithmetic Essential Tests

Grades 3-8. 30 tests, \$1.80; Specimen set, 25 cents. Steck.  
Each test contains 50 exercises and problems.

### Arithmetic Learning Games

By Edward W. Dolch, Ph.D. Garrard.

These are addition, subtraction, multiplication, and division games.

### ENGLISH

#### Enjoying English

By Wolfe & others. Singer.  
New basal texts for grades 3-6 complete this series from grades 3-12. There are practice books and teachers' manuals for each grade. Lessons in reading, writing, speaking, and listening are introduced and motivated by pictures of interesting everyday activities.

#### We Talk, Spell, and Write

By Monroe & others. Price ? Scott.

Integrates oral and written expression with spelling and writing in primary grades.

#### Practice in English Usage

By H. I. Christ & J. C. Tressler. Heath.

A workbook of drills in English essentials stressing interest on the part of the student.

#### Fries American English Series

By Rojas & Fries. Book 1, \$1.60; Book 2, \$1.68; Teacher's Guide, \$4. Heath.

A series for teaching English as a second language. Books 1 & 2 are for grades 4-6. Books for higher grades in preparation.

#### English (2nd ed.)

By Stoddard & others. Price ? A.B.C.

Textbooks and workbooks for grades 3-8.

### Better English

By Herzberg & others. Ginn.  
An entirely new series. All material needed for mastery of any given subject is concentrated in one chapter. Six books for grades 7-12.

### Seton Poems

By Sisters of Charity of Convent Station, N. J. Fordham.  
Books 4-8 for grades 4-8, each 26 cents.

### Round the School Year

By Dawson & Scales. Price ? World.  
A 2nd grade textbook of the *Language for Daily Use* series.

### MUSIC

#### Music for Early Childhood

By McConathy & others. Silver.  
A new book of the *New Music Horizons* series. Music activities for nursery school and kindergarten. Accompanying phonograph records.

#### New Music Horizons (1953 ed.)

By McConathy & others. Silver.  
Six books for grades 1-6. A complete classroom music program.

#### Music the World Sings

By Wilson & others. Silver.  
Songs and music activities for grades 7 & 8.

#### Our Singing World

By Pitts & others. Ginn.  
An attractive, illustrated, graded series of music activities from kindergarten to grade 6. Ten-inch plastic records accompany the books.

**Music, Book 7**

By Dr. Lena Milam. 60 cents. Steck.

This worktext, scheduled for spring publication, is the latest number of the Steck Music Series which supplies a complete music program for all grades — theory and practice arranged progressively.

**We Wrote a Symphony**

By Ruth O. Bradley. \$1.50. Birchard.

Gives the symphony written by a sixth-grade class and explains how it was composed.

**Adventures in Singing**

By Leavitt & others. \$1.68. Birchard.

An assembly song book for elementary schools.

**READING****Faith and Freedom (new ed.)**

By Sister M. Marguerite, S.N.D. Ginn.

The *Faith and Freedom* program is a basic reading series written by Catholics. Its aim is to teach reading and to offer a satisfying content of social-religious life. The series was inspired by the Apostolic letter of Pope Pius XI asking that the materialistic trend be counteracted.

The Primary Program includes about 17 primers, readers, phonics, books, etc., from pre-reading to advanced third grade; a teacher's book for each division; and numerous charts, cards, tests, etc. The series was compiled by committees from the Catholic University of America. Write to Ginn & Co. for full description.

**Ginn Basic Readers**

*Doorways to Discovery*, grade 7, \$2.44; *Windows of the World*, grade 8, \$2.44. Ginn.

**A Book of Gladness**

The new 4th-grade literary reader of the *Faith and Freedom* series, pub. by Ginn.

**The Macmillan Readers**

By Arthur I. Gates & others. Macmillan.

For grades 1-8. Easier first grade program; thorough readiness program for every lesson; abundant supplementary material.

**Basic Reading Abilities**

By Durrell & others. World.

The series is now complete with the recent publication of readiness books, primers, teacher's manuals, workbooks, tests, word cards, etc.

**Our Animal Story Books**

By Osswald & others. 10 books, \$4.28. Heath.

Pre-primer stories illustrated in colors.

**Wings for Reading**

By Carol Hovious. \$2.76. Heath.

An illustrated collection of stories for intensive and extensive reading in the 6th grade.

**Puzzle Fun**

By Shelton & Tate. 36 cents. McCormick.

This is a collection of interesting readiness material for beginners.

**Puzzle Fun — Teacher's Edition**

By Shelton & Tate. 80 cents. McCormick.

Contains stories and poems for the listening period, directions for using the picture material in the children's book, and other teaching aids.

**Dolch Reading Materials**

By Edward W. Dolch, Ph.D. & others. Garrard.

These are carefully planned, extremely helpful devices for primary children. They include: Picture Readiness Game, Readiness for Reading, Picture Word Cards, Basic Sight Cards, Sight Phrase Cards, Basic Sight Word Test, etc.

**American Heritage Series**

Ten vols. Price ? . A.B.C.

This series for supplementary reading is sold only in the set of 10 volumes. Titles are: *Ladd of the Lone Star*; *Cowman's Kingdom*; *The Captive Island*; *The Country of the Hawk*; *Back of Beyond*; *Jed Smith, Trail Blazer*; *Wheat Won't Wait*; *Printer's Devil*; *Over-Mountain Boy*; *Passage to Texas*.

**The New Cathedral Basic Reading Program**

By Father O'Brien, Wm. Gray & others. Scott.

New additions: *We Read Pictures*, kindergarten; *The New Before We Read*, readiness; *The New We Look and See*, *We Work and Play*, *We Come and Go*, preprimers; *Fun With John and Jean*, primer; *The New Our New Friends*, Book 1; *The New Friends and Neighbors*, grade 2; *The New Streets and Roads*, grade 3; *The New Cathedral Basic Reading Tests*.

**Time for Poetry**

Compiled by May Hill Arbuthnot. Price ? . Scott.

Includes most poems mentioned in Cathedral Basic Reading Program, Teacher's Edition. Also available a *Poetry Time Album*, 3 records, 78

r.p.m. Other devices and equipment for the Basic Reading Program are listed in the Scott catalog.

**Health, Happiness, and Success Series**

By Irwin & others. Lyons.

*Awake and Away*, a preprimer. *Growing Day by Day*, a first reader. *Keeping Fit for Fun*, a second reader, emphasizes playing in groups, health habits, and safety. *My Safety and First-Aid Book*, a textbook for upper elementary grades.

**Reading Essentials**

By Leavell & Davis. Steck.

This new series of worktext books not labeled for grades may be used in any class where they are needed.

**Reading Essentials**

By Leavell & Davis. Steck.

A completely new reading worktext series for grades 1-9 in preparation, and books for grades 4-6 to be released January 1, 1953. Does not leave reading skills to incidental learning.

**Reading for Life Series**

Ed. by W. R. Wood. Lippincott.

*Looking Ahead* and *On Your Own* are books 1 and 2 of a new (1953) literature series for junior high school.

**Time to Read Series**

By Leary & others. Lippincott.

*Making Friends*, *Skipping Along*, *Finding Favorites* are the first three books of a new extended-interest series for primary and middle grades. They will be ready in 1953.

**RELIGION****First Books for Little Catholics**

By Rev. John L. Thomas, S.J. 25 cents each. Catechetical.

*My Little Missal*; *Let's Pray*; *A First Life of Christ*. Future numbers will include *First Rosary Book*, *First Bible Book*, and *First Confession*. These are planned, written, and illustrated in colors, for the pre-school child.

**Guidance in Christian Social Living**

By Sisters M. Evangela & M. Aurelia. Fordham.

Recent publication of Book 3: *Temperance*, and Book 4: *Fortitude*; each 48 cents for grades 7 and 8 completes the series.

**Our Lord and I**

By Catherine & Robb Beebe (primary grades).

**Young Girl of France**

By Frederick Cook (middle grades).

Two books to be published by the St. Anthony Guild Press.

**Letters to An Altar Boy**

By Rev. David E. Rosage. \$1.50. Bruce.

**Our Lord Jesus**

By Mary Paula Williamson (a religious of the Cenacle). Price ? . Grail.

The life of Jesus for children, from the Annunciation to the Ascension.

**Religious Historical Stories**

By Mary Fabyan Windeatt.

Titles of these books published by The Grail are: *The Children of Fatima*, \$1; *The Children of La Salette*, \$2.50; *The Medal*, \$2; *Our Lady's Slave* (St. Louis de Montfort), \$2.50; *David and His Songs*, \$2; *Little Queen* (St. Therese), \$2; *Little Sister* (Blessed Imelda), \$1.50; *The Man of Fire* (St. Paul), \$1.50; *My Name is Thomas*, \$1.25; *The Parish Priest of Ars*, \$2; *Pennies for Pauline*, \$3.

**The Shepherds of Fatima**

By John De Marchi, I.M.C. \$2. Sheed.

The story told for children by a friend of the one still alive. Ages 8-14.

**My Confession**

By Francis McGrade. Pictures by Mimi Korach. 20 cents. Catechetical.

A beautifully illustrated booklet which explains for small children all they must know about confession.



Catholic Press Month Exhibit at St. James School, Kearney, Nebr. Dominican Sisters of St. Catharine, Ky., are in charge of the school.

## SCIENCE

## The New Science Problems I

## The New Science Problems II

These two books for grades 7 and 8 have been newly revised by Scott.

## Science and You

## Living With Science

By Fowler & others. \$2.28 (net \$1.78) and \$2.80 (net \$2.10). Iroquois, 1952.

Two new texts of general science for junior high school. Manuals and keys available.

## Stepping Stones to Light

By Richard W. Bishop. \$2.50. Crowell.

The story of electricity for ages 10-14.

## Experiments in Chemistry

By Beeler & Branley. \$2.50. Crowell.

Simple experiments. Ages 10-14.

## Trees and Trails

By C. J. Hylander. \$3. Macmillan. For young naturalists.

## SOCIAL STUDIES

## The Story of Our Nation

By Sisters Celeste & Therese. Macmillan.

A new revised edition of American history for upper grades in Catholic schools. Workbook and key available.

## Heroes of Our America

By Southworth & Southworth. \$2.32 (net \$1.74). Iroquois.

A new biographical history for middle grades. Colored illustrations.

## Homelands of the World

By Thurston & Hankins. \$3.20 (net \$2.40). Iroquois.

A new geography covering a trip across the U. S. and visits to type regions of the world. Colored illustrations.

## Macmillan Social Studies Series

By Cutright & others. Macmillan. Six books for grades 1-6. A fusion course in history, geography, and citizenship.

## The Democracy Series (revised)

Ed. by Cutright & others. Macmillan.

The 7th and 8th grade books to continue the Social Studies Series.

## Macmillan Elementary History Series

By Edna McGuire. Macmillan. Three books: *They Made America Great*; *The Story of American Freedom*; *Backgrounds of American Freedom*.

## Children of Our World

By Carpenter. Price ? A.B.C. A new 4th grade geography with accompanying workbook.

## Our Government — The Christian Social Way

By Msgr. Westenberger & others. Denoyer.

Charts, student guides, and teachers' manuals for teaching government in Catholic schools. Reviewed in this

issue of the CATHOLIC SCHOOL JOURNAL.

## American History

By Wilson & Lamb. Price ? A.B.C.

A 1952 text for grades 7 & 8.

## Tiegs-Adams Social Studies

This series, published by Ginn, includes four books for grades 7-9. They constitute a course in history, geography, and citizenship.

## Tom and Susan

A primer of social studies published by Scott.

## MISCELLANEOUS

## Growing With Art

By Ellsworth & Andrews. Books One to Eight, each 80 cents. Sanborn.

A book in the hands of the child

## ELEMENTARY LIBRARY

## Little Leaguer's First Uniform

By C. Paul Jackson. \$2.50. Crowell.

A baseball story for ages 8-10.

## Christmas-Tree Sam

By Helen D. Olds. \$1.50. Messner. Ages 8-10 (grades 3-5).

## A Present from Rosita

By Celeste Edell. \$2.75. Messner. A little girl from Puerto Rico. Ages 8-12.

## Fireman for a Day

By Zillah K. MacDonald. \$1.50. Messner. For ages 8-10 (grades 3-5).

## Shaken Days

By Marion Garthwaite. \$2.75. Messner. Girl's story dealing with the San Francisco earthquake. Ages 10-14.

## A Flag for the Fort

By Elizabeth Carmer. \$2.50. Messner. Story of the War of 1812 for ages 8-12.

## The Childhood of Famous Americans

50 volumes, each \$1.48 (net school price \$1.11, f.o.b.). Bobbs.

These biographical stories are for grade 4 up to high school. Titles are: *Abe Lincoln*, *Abigail Adams*, *Alec Hamilton*, *Aleck Bell*, *Amelia Earhart*, *Andy Jackson*, *Anthony Wayne*, *Ben Franklin*, *Booker T. Washington*, *Buffalo Bill*, *Clara Barton*, *Daniel Boone*, *David Farragut*, *Davy Crockett*, *Dolly Madison*, *Eli Whitney*, *Bird Girl*, *Sacagawea*, *George Carver*, *George Washington*, *Harriet Beecher Stowe*, *James Fenimore Cooper*, *Jane Addams*, *John Paul Jones*, *Juliette Low*, *Kit Carson*, *Lou Gehrig*, *Louisa Alcott*, *Luther Burbank*, *Martha Washington*, *Mary Mapes Dodge*, *Meriwether Lewis*, *Myles Standish*, *Oliver Hazard Perry*, *Paul Revere*, *Peter Stuyvesant*, *Pocahontas*, *Robert E. Lee*, *Robert Fulton*, *Sam Houston*, *Stephen Foster*, *Tom Jefferson*, *U. S.*

is needed. These books direct the child to develop his own individuality of expression. A Teacher's Book (25 cents) covers all grades.

## The Junior Woodworker

By Chas. H. Hayward. \$2.50. Lippincott.

A popular new book for beginners.

## My Spelling Series

By Yoakam & Dan. Published by Ginn.

Spelling books for grades 2-8 either clothbound or in workbook form. Teacher's guides available.

## My Spelling Studybook Series

By Wheeler & Moore. Heath. *My Spelling Studybooks* are issued in a new series for grades 2-8. Each unit opens with a picture and a story.

## Kittle Penmanship (1952 ed.)

Books 1-8. Price ? A.B.C.

## Adventures of an Angel

By Rev. Richard L. Rooney, S.J. Ave Maria.

For early publication.

## Good Morning, Boys and Girls!

By Rev. Thos. J. Hosty. \$2.75. Bruce.

Forty religious stories.

## The Man Who Sold Christmas

By Rosalie Lieberman. \$2. Longmans.

How Brother Angelo made people understand Christmas.

## Ladycake Farm

By Mabel Leigh Hunt. \$2.75. Lippincott.

A story of a farm operated by Negroes in a white community. Ages 8-12.

## Peanuts for Billy Ben

## We Live in the South

By Lois Lensky. Each \$2. Lippincott.

Two of a series for ages 7-9 describing parts of the U. S.

## Trail to the North

By Louise Dickinson Rich. \$2.50. Lippincott.

A story of the Maine woods for ages 12 and more.

## Thunderbird Pass

By Adrienne Jones. \$2.50. Lippincott.

A boy's story of the Sierras in California. Ages 10-14.

## Mystery in the Old Red Barn

By Helen Fuller Orton. \$1.75. Lippincott.

A mystery story for ages 7-11.

## Treasure in the Covered Wagon

By Vera M. Graham. \$2.50. Lippincott.

Adventure story for ages 8-12. The treasure is an organ which still can be played.

## The Black Bear Twins

By Jane Tompkins. \$2.25. Lippincott.

Nature story for ages 8-12.



Church Triumphant in Art and Literature

Catholic Book Week Exhibit in the Central Library at St. John Kanty School, Buffalo, N. Y. The Felicians are in charge of the school.



**The New Children's Classics**

Five new titles of the new Macmillan series of illustrated selections from children's classics will appear early in 1953. They are: *The Alhambra*, by Washington Irving, \$2.50; *Fairy Tales and Stories*, by Hans Christian Anderson, \$2.50; *The Arabian Nights*, by Padriac Colum, \$2.50; *East of the Sun and West of the Moon*, by P. C. Asbjornsen, \$2; *The Gold Bug and Other Tales and Poems*, by Edgar Allan Poe, \$2.50.

**Key Log**

By Clem Philbrook. \$2.50. Macmillan, 1953.  
Logging in New Hampshire. Ages 14-16.

**Told Under Spacious Skies**

A sixth "Umbrella" book. A collection of 26 regional stories. \$3. Macmillan. Ages 9-12.

**Thunderhead Mountain**

By Margaret Ann Hubbard. \$2.75. Macmillan.  
Two boys, a sculptor, and a pony. Ages 10-14.

**Prairie Shadows**

By Ella Williams Porter. \$2.50. Macmillan.  
A farm story for older girls. Ages 10-14.

**The Law, It's On Your Side**

By Frank Denman. \$2. Macmillan.  
Discussion of legal procedures for young people.

**It's Fun to Cook**

By Adele De Leeuw. \$2.50 Macmillan.  
A cookbook for teenagers.

**Recipe for a Magic Childhood**

By Mary Ellen Chase. 75 cents. Macmillan.

A well known author and teacher recalls the important role of reading in her childhood.

**Our Presidents**

By Maud & Miska Petersham. \$3. Macmillan, 1953.

Brief biographies from Washington to Eisenhower. Ages 10-14.

**The Space Ship in the Apple Tree**

By Louis Slobodkin. \$2.50. Macmillan.

A science-fiction story, illustrated. Ages 9-12.

**Elle Kari**

By Anna Riwwin. \$2. Macmillan.  
A photographic picture book about a girl in Lapland. Ages 6-9.

**Linda and the Indians**

By C. W. Anderson. \$2. Macmillan.

A story of a girl and a pony. Ages 6-9.

**Little White Foot**

By Berta & Elmer Hader. \$2. Macmillan.

Story of a family of field mice. Ages 6-9.

**The Dutch Colt**

By Cornelia Meigs. \$2.50. Macmillan.

A boy who helped William Penn. Ages 9-12.

**The Colonel's Squad**

By Alf Evers & Helen Sewell. \$2.50. Macmillan.

Five Russian orphans adopted by an American colonel. Ages 9-12.

**Fun With Scraps**

By Viola Henning. \$3. Bruce.

**Tin Things We Like to Make**

By Sherman R. Cook. \$2.75. Bruce.

A book that will be published soon, describes 67 projects from scrap tin or tin cans.

**Electrical Things Boys Like to Make**

By Sherman R. Cook. \$2.75. Bruce.

**Craft Adventures for Children**

By Grimm & Skeels. \$2.00. Bruce.

Directions for 54 small projects including woodworking, block printing, sewing, drawing, painting, carving, etc.

**Homespun Crafts**

By E. Kenneth Baillie. \$3.00. Bruce.

These 60 projects using scrap or discarded materials are excellent for craft leaders or hobbyists.

**Ben Hunt's Whittling Book**

By W. Ben. Hunt. \$3.25. Bruce.

**Creative Crate Craft**

By Paul V. Champion. \$2. Bruce.

**Practical Pottery for Craftsmen and Students**

By R. H. Jenkins. \$2.75. Bruce.

**Plastics Made Practical**

By Chris H. Groneman. \$4.50. Bruce.

**Block Prints: How to Make Them**

By William S. Rice. \$3. Bruce.

**Lettering of Today**

By W. Ben. Hunt & Ed. C. Hunt. \$2. Bruce.

**Single Stroke Alphabets**

By Hunt & Hunt. 15 cents. Bruce.

**Sixty Alphabets**

By Hunt & Hunt. \$3.50. Bruce.

**COMMERCIAL****Bookkeeping Simplified**

By Freeman & others. \$2.96; Workbook, parts I & II, each 96 cents. Gregg, 1953.

A completely new program of bookkeeping for high school classes. Practice sets and teacher's manual available.

**Typewriting for Speed and Accuracy**

By John L. Rowe. \$1.24. Gregg.

**Applied Secretarial Practice (3rd ed.)**

By Gregg & others. \$2.80. Gregg, 1952.

Covers all phases of secretarial training.

**Dictation Tapes for Gregg Shorthand Simplified**

Set of 35 reels, \$200. Gregg.

**Gregg Shorthand Dictionary Simplified**

By Gregg & others. \$2.48. Gregg.

Includes 26,098 words; also 2604 personal and geographic names.

**Personal and Vocational Typing**

By Rosa G. Webber. \$2.75. Christopher.

A progressive method of learning typing in or out of school.

**Personal and Professional Typing**

By Wanons. South-Western, 1952.

**Fundamentals of Selling (6th ed.)**

By Walters & Wingate. South-Western, 1953.

**Applied Penmanship**

By Lyons. South-Western, 1953.

**Applied Business Arithmetic (6th ed.)**

By Curry & Piper. South-Western, 1953.

**Arithmetic Skill Builder**

By Briggs. South-Western, 1952.

**Intensive Clerical and Civil-Service Training (2nd ed.)**

By Fisher & Fisher. South-Western, 1952.

**Full-Keyboard Adding Listing Machine Course (2nd ed.)**

By Agnew & Goodfellow. South-Western, 1953.

**Office Machines Course (2nd ed.)**

By Agnew. South-Western, 1953.

**20th Century Bookkeeping and Accounting**

By Carlson & others. South-Western.

20th edition published in 1952.

**Ten-Key Adding Listing Machine Course (2nd ed.)**

By Agnew & Goodfellow. South-Western, 1952.

**20th Century Typewriting (6th ed.)**

By Lessenberry & Crawford. South-Western, 1952.

**Rotary Calculator Course (3rd ed.)**

By Goodfellow & Agnew. South-Western, 1952.

**Encyclopedic Edition of Typing Simplified**

By Leslie & Pepe. \$2.40. A.B.C.

The practice material of this book consists of selections from the Papal Encyclicals.

**Practical Business Speaking, 1952**

By Sandford & Yeager. McGraw.

Academic experience and business practice combined.

**Exercises in Business and Consumer Arithmetic**

By McMackin & others. Ginn.

A new book to be published early in 1953.

**ENGLISH****Know Your Newspaper**

By Geraldine Salzberg. World.

Interpretation of the news.

**America Reads Series**

By Pooley & others. Price ?.

There is a book for each of grades 9, 10, and 11, and one for grade 12 is in preparation.

**GRADES IX TO XII****ARTS AND CRAFTS****General Shop for Everyone**

By Newkirk. \$3.20. Heath.  
A basal text including drawing, planning, woodworking, metalworking, electricity, and plastics.

**Building Practice Manual**

By Roy W. White. \$3.40. Heath.

A complete textbook for learning to build.

**Exploring Automechanics**

By Harold T. Glenn. \$3.96. Bennett, 1952.

**The Practice of Printing (1952 ed.)**

By Ralph W. Polk. \$3.60 (5 or more \$2.70). Bennett.

**Pottery: How to Design It and Make It**

By D. W. Olson. \$3.75. International.

For beginners in junior or senior high school. January, 1953.

**Jewelry Making: As an Art Expression**

By D. K. Winebrenner. \$5. International, January, 1953.

**Basic Sheet-Metal Practice**

By J. W. Giachino. \$4. International.

A basic text for industrial arts or vocational classes.

**Materials and Processes**

By Kohn & Starfield. Macmillan.

Includes metals, woods, plastics, ceramics, and fuels.

**Easy-to-Make Slip Covers**

By Herbert Bast. \$2.50. Bruce.

Simple enough for anyone who can sew.

**Woodwork for the Beginner**

By Franklin H. Gottshall. \$4. Bruce.

Thirty simple projects made with hand tools or simple machinery.

**Woodwork Visualized**

By Ross C. Cramlet. \$2.50. Bruce.

A complete course, fully illustrated. Basic information about materials and tools.

**Making Useful Things of Wood**

By Franklin H. Gottshall. \$4.50. Bruce.

Presents 33 projects of unusual value to the home craftsman—including cabinetmaking, turning, carving, finishing, etc.

**Games You Can Make and Play**

By Paul V. Champion. \$2.50. Bruce.

**Action**

By Winn & others. \$3.60 (net \$2.70). Iroquois, 1952.

A new literature text for grade 9. A teacher's manual will be available.

**The Mastery of Reading Literature**

By Bailey & Leavell. A.B.C.

Books of this series published in 1952 are: *The World of Endless Horizons*, grade 10; *The World of America*, grade 11; *The World and Our English Heritage*, grade 12.

**Handbook of Writing and Speaking**

By Woolley & others. \$2.40. Heath.

The second edition of the popular junior "Woolley." A textbook for a practical course in composition and a reference manual of correct English.

**Living Your English**

By Colton & others. Books 1 & 2. \$1 each. Heath.

The first two of a 4-book series (grades 9-12) for slow learners. Vocabulary simple. Stress on essentials. Teen-age interest. Illustrated with cartoons.

**The Art of Speaking**

By Elson & Peck. \$3.36. Ginn.

A new book. Concrete treatment.

**Better English**

By Herzberg & others. Ginn.

Gr. 9, \$2.50; gr. 10, \$2.64; gr. 11, \$2.72; gr. 12, \$2.80. A new course for grades 7-12.

**Effective Reading**

By Lawrence H. Feigenbaum. Price ? . Globe.

"A book of purposeful readings for your students, prepared by an expert in the field of corrective and remedial instruction."

**Basic Units in English**

By Kalni & Sullivan. Paper, 80 cents; cloth, \$1.50. Republic.

An edition for 4 years and one for 3 years.

**HOME ECONOMICS****Homemaking for Teen-Agers**

By McDermott & Nicholas. \$2.96. Bennett, 1951.

**Desserts America Loves**

By Mary Wilson. Cloth \$2.75; Plastic, \$1.95. Bennett, 1952.

**Cooking With Magic**

By Sumption & Ashbrook. \$3.95. Bennett, 1952.

A book of outstanding recipes.

**Housing and Home Management**

By Lewis, Segner, & Burns. Macmillan.

The third book in the new Macmillan Home Economics Series.

**Clothes for Girls (Rev., 1952)**

By Elizabeth Todd. \$3.20. Heath.

**Homes With Character**

By Craig & Rush. \$3.60. Heath.

For junior or senior high school. A modern, practical course. Book is well illustrated—some color.

**Experiences in Homemaking (2nd ed.)**

By Laitem & Miller. \$3.44. Ginn.

**Design Your Home for Living**

By Trilling & Nicholas. Lippincott, 1953.

A new textbook on interior and exterior decoration for high school classes.

**LANGUAGES****El Gaucho Smith**

By López Luna. \$2. Heath.

A humorous story.

**Nuevas Lecturas**

By García-Prada & Wilson. \$2.60. Heath.

**Pláticas Y Ternas**

By Guyer & Ugarte. \$2.60. Heath.

A conversational review grammar of Spanish.

**Sotto un Cielo Azzurro**

By Russo. \$2.50. Heath.

Italian readings for beginners.

**Progressive German Readers**

By Spann & Leopold. Book 1, *Der Gorilla Goliath*, 64 cents. Book 2, *Am Radio*, 64 cents. Heath.

**A First Course in German**

By Huebener & Newmark. \$2.80. Heath.

**Graded German Readers (Alternate)**

By Hagboldt & others. Books 6 to 8. \$2. Heath.

**Graded French Readers**

By Bond & others. *Deuxième Étape* (alternate) \$2.40. Heath.

**L'Exécution de Marinéche**

By Aveline. \$1.28. Heath.

**Graded French Readers (Alternate)**

By Bond & others. Pub. by Heath. Book 9, *Hier, an Anthology of French History*, 80 cents; Book 10, *Floraion, an Anthology of French Literature of the 19th Century*, 80 cents.

**Erzahl Mir Was!**

By Blanth & Roderbourg. Ginn, 1953.

An elementary German reader for college or high school.

**First Year Spanish**

By Stanback & Walsh. Ginn, 1953.

A grammar. Learning and teaching are oral as far as possible. A second-year book is in preparation.

**Novelas Cortas****El Sombrero De Tres Picos**

By Alarcón. \$1.75 each. Ginn.

Spanish readings for second or third year.

**Latin and the Romans, Book One****Latin and the Romans, Book Two**

By Jenkins & Wagener. \$3.12 & \$3.60. Ginn, 1952.

Functional approach to vocabulary, inflections, and grammar.

**Fronteras I****Fronteras II**

By Arjona & Tatume. Price ? . Scott.

Spanish books with the reading, speaking, writing approach.

**Using Latin I****Using Latin II**

By Scott, Horn, & Gummere. Price ? . Scott.

Complete revisions of the previous books by the same authors.

**Repasando**

By Amateau. 45 cents. Republic.

A Spanish book for 3 years.

**Civilization Hispania**

By Amateau. 25 cents. Republic.

**MATHEMATICS****Mathematics for the Curriculum**

By Scharling & others. Price ? . World.

A new edition of a terminal course. Upper high-school years.

**Basic Ideas of Mathematics**

By Lankford & Clark. World.

General mathematics for the 9th grade. Problems in agriculture, industry, commerce, nursing, the arts, and the social sciences.

**Plane Trigonometry**

By Freilich & others. Silver.

A 1952 revision with improvements suggested by users.

**Making Algebra Plain**

By O. F. Revercomb. \$1.80 (25% discount to schools). McCormick.

An integration of text, practice material, and a testing program for first-year algebra.

**Dynamic Solid Geometry**

By Skolnik & Hartley. \$2.48. Van.

Approach through review of plane geometry. Correlated with algebra.

**Basic Units in Business Arithmetic**

By Geller. Paper, 80 cents; cloth, \$1.50. Republic.

**Tenth Year Mathematics**

By Malament. 25 cents. Republic.

**Review Digest of Mathematics**

By Wright. 25 cents. Republic, 1953.

A preliminary review.

**General Mathematics at Work**

By Ewing & Hart. \$2.80. Heath.

Contains the mathematical essentials for 22 vocational courses; features shop drawings.

**Algebra I & Algebra II**

By Morgan & Paige, \$2.48 each. Holt.

**Arithmetic for High Schools**

By Chas. H. Butler. \$2.40. Heath. Emphasizes understanding and computational skill.

**Mathematics in Action**

By Hart & Jahn. Book 1, \$2.20; Book 2, \$2.32; Book 3, \$2.48. Heath. For junior high school.

**Solid Geometry**

By Hart & Schult. \$2.48. Heath. A modern, practical, teachable book.

**Algebra, Books One & Two New Plane Geometry Trigonometry**

By Welchons & Krickenberg. Ginn.

New books that the student can understand.

**Mathematics to Use**

By Potter & others. \$2.56. Ginn. A textbook for grade 9 pupils who are not preparing for college. A workbook is on the press.

**Mathematics for Success**

By Potter & others. \$2.68. Ginn. A second-year course in general mathematics.

**Plane Geometry (Rev.)**

By Keniston & Tully. Ginn, 1953. A practical book with distinctive teaching devices.

**MUSIC****Our Songs**

A new edition of Book II of *A Singing School*. \$1.48. Birchard.

Other choral collections available from the same publishers.

**Supplementary Sight Singing Exercises**

By Damroch & others. \$3.75. Noble.

**RELIGION****Christ in His Church**

By Sister Jane Marie, O.P. (with aid of special consultants). \$3.96. Bruce.



A section of Catholic Book Week display at St. Anthony School, Baltimore. Sisters of the Third Order of St. Francis.

New basic text for a two-semester course in Church history. Stresses universality and Mystical Body of Christ.

### Living With Christ

By the Christian Brothers. Courses 1, 2, & 3, each \$2. St. Mary's.

Course III for 3rd year of high school, the latest volume, is a practical study of Scripture with application to daily living. Course IV, for seniors, in preparation, is an elementary text in apologetics.

### The Four Gospels

Each Gospel, 25 cents. St. Anthony.

Each Gospel in a separate pocket-size book, bound in strong paper.

### The Fifteen Mysteries of the Rosary

By Bishop Sheen. Catechetical. An illustrated booklet of meditations on the Fifteen Mysteries.

## SCIENCE

### Science in Daily Life

By Curtis & Mallinson. Ginn, 1953.

A practical program for the 9th grade.

### Everyday Physics

By Nelson & Winans. \$4.36. Ginn.

### Basic Biology (Rev.)

By Fenton & Kambly. Macmillan. A basal textbook.

### New World of Science (1953 ed.)

By Burnett & others. Silver. For grade 9. General science for intelligent living today. Teachers' manual and textbook. To be published early in 1953.

### New World of Chemistry (1952 ed.)

By Bernard Jaffe. Silver. Basic subject matter and applications to everyday problems.

### Science (1952 ed.)

By Davis & others. \$3.52. Holt. Teachers' manual, *Study Guide*, and *Tests* available.

### Modern Physical Science

By Brooks & Tracy. \$3.88. Holt. Teachers' manual, workbook, and answers available.

### Chemistry in Action

By Rawlins & Struble. \$3.80. Heath.

Laboratory Manual, \$1.40; Tests, 28 cents; Teacher's handbook, 48 cents.

### Living Things

By Fitzpatrick & Bain. \$3.60. Holt, 1953.

Answer book and workbook available.

### Chemistry: A Course for High Schools

By Hogg & others. Price ? Van. A third edition of a popular textbook to be published early in 1953.

### Science in Everyday Life

By Obourn & others. Price ? Van. A new activity textbook. Material selected for its bearing on life activities. To be published soon.

### Introduction to Astronomy (4th ed.)

By Baker. \$4. Van. Considerably rewritten.

### Fundamentals of Health and Safety

By Mueller & Robertson. \$2.80. Van.

The 2nd edition of a textbook.

## SOCIAL STUDIES

### The Past That Lives Today

By Becker & others. Silver. A world history dealing with each of the five major civilizations of today.

### Modern History (1952 ed.)

By Carl Becker. Silver.

### United States History (1952)

By Wirth. Price ? A.B.C.

### Across the Ages

By Capen. Price ? A.B.C. A world history for grades 8-10.

### American Democracy

By Eva J. Ross & Ernest Kilzer, O.S.B. \$2.80. Bruce.

For "problems in American democracy" courses in Catholic high schools. Includes government, sociology, and economics. A teacher's manual is available.

### Geography of the World (Rev.)

By Packard & others. Macmillan. A physical, economic, and social geography for high school.

### The United States

By Muzzey & Kidger. Ginn, 1953. A completely new history.

### World History (Rev.)

By Smith & others. \$4.20. Ginn. A full year course.

### Our Own Age

By Bard & others. \$4.20. Ginn. New enlarged edition covers second year of European history.

### Our Own United States

By John Van Duyn Southworth. \$3.60 (net \$2.70). Iroquois, 1953.

American history for senior high school with modern teaching aids. Includes the 1952 election and the Korean War.

### Anti-Communist Booklets

3 booklets by Catechetical. Each 15 cents.

*Crisis in History*, by Bishop Sheen; *The Answer to Communism*, by Douglas Hyde; *Blueprint for Enslavement*, by Rev. James McCormick, M.M.

### Story of America

By Harlow & Miller, \$4.28. Holt, 1953.

### Understanding Our Free Economy

By Fairchild & Shelly. \$3.96. Van. A new textbook in economics.

### America — Land of Freedom (2nd ed.)

By Hartman & others. \$3.60. Teachers' Guide, 48 cents. Heath, 1952.

Liberalized in color. Many modern teaching devices.

### The Record of Mankind

By Roehm & others. \$3.96. Heath, 1952.

A new world history for grades 11 or 12. Teachers' manual, 40 cents. Pupils' study guide, 96 cents.

## HIGH SCHOOL LIBRARY

### ARTS, CRAFTS, AND SCIENCES

#### How to Debate (3rd ed.)

By Summers & others, \$2.75. Wilson.

#### Mathematics: Its Magic and Mastery (2nd ed.)

By Aaron Bakst. \$6. Van. Mastering mathematics by understanding its many valuable and practical uses.

#### A Pilot's Meteorology (2nd ed.)

By Chas. G. Halpine. \$5. Van.

#### The Standard Manual of the Slide Rule (2nd ed.)

By J. E. Thompson. \$2.75. Van.

#### An Introduction to Decorative Woodwork

By Grimwood & Goodyear. \$8.50. Bennett.

All phases discussed in simple language. 150 illustrations. Size of page 7¼ by 9½. Imported.

#### Photography Workbook

By Victor C. Smith. Lippincott, 1953.

A complete course in photography for the beginner written on about eighth-grade level.

#### Photography for Boys and Girls

By Stanley W. Bowler. \$2. Crowell.

#### The Chemical Elements

By Helen Miles Davis. \$2. Science Service.

The up-to-date story of the 98 kinds of matter. Basic information on chemistry.

## BIOGRAPHY

#### Master of Mischief Makers

By Leo Charles Burkhard. \$2.50. Grail.

The life of St. John Baptist de la Salle, in an interesting narrative.

#### Margaret of Metola

By Wm. R. Bonniwell, O.P. \$2.50. Kenedy.

Biography of a beata.

#### One Sky to Share

By Raymond L. Bruckberger, O.P. \$3. Kenedy.

Memoir of French Commando-contemplative.

#### Saints Westward

By Donald Attwater. \$2.75. Kenedy, 1953.

Biographical sketches of American saints.

### Yesterday, Today, and Forever

By Maria A. Trapp. \$3. Lippincott.

The religious life of the Trapp family.

### The Tenth Muse

By Franchon Royer. \$2.50. St. Anthony.

The first biography in English of Sor Juana de la Cruz, a truly amazing nun of 17th century Mexico.

### St. Anthony of Padua

By Marion A. Habig, O.F.M. Price ? St. Anthony.

Scheduled for publication in February, 1953.

### St. Francis Solanus, O.F.M., Apostle to America

By Franchon Royer. Price ? St. Anthony.

Scheduled for publication in February, 1953.

### The Life of James Cardinal Gibbons

By Rev. John Tracy Ellis. 2 vols., \$17.50. Bruce.

### The Fire of Francis Xavier

By Arthur R. McGratty, S.J. \$4. Bruce.

A new biography of the "Apostle of the East."

### Giant in the Wilderness

By Helene Magaret. \$3.50. Bruce.

A popular biography of Father Charles Nerinckx, pioneer priest who founded the Sisters of Loretto.

### Padre Pio the Stigmatist

By Rev. Chas. M. McCarty. Paper, \$2.50; cloth, \$3.50. Rumble & Cart.

A revised and enlarged 1953 edition with an imprimatur by Archbishop Murray.

### Willingly to School

By Dom Hubert Van Zeller. \$3.25. Sheed.

A light-hearted account of the author's school days.

## LITERATURE AND FICTION

### Everyreader Series

Published by Webster. Each book \$1.32.

You may want some of these: *Robin Hood Stories*; *King Arthur and His Knights*; *The Gold Bug and Other Stories*; *Cases of Sherlock Holmes*; *Ivanhoe*; *A Tale of Two Cities*; *Simon Bolivar*; *Flamingo Feather*; *Men of Iron*; *Ben Hur*.

### The Surprise

By G. K. Chesterton. Price ? Sheed.

An hitherto unpublished play to be published in the spring of 1953.

### The Voice of the Irish

By Blanche Mary Kelly. \$4.25. Sheed.

A survey by an authority on the Gaelic Renaissance.

### Cedar of Lebanon

By John C. Cosgrove. \$3.50. Declan.

A comprehensive novel portraying the teaching of Christ and the early Christian period.



**The World Turned Upside Down**

By Emma L. Patterson. \$3. Longmans.

Revolutionary War story with a 17-year-old hero. March, 1953.

**Young Eagles**

By Eva K. Betz. \$2. St. Anthony.

An historically accurate dramatically modernized story of a New Jersey family just before the Revolutionary War. Illustrated.

**As the Clock Struck Twelve**

By S.M.C. Ave Maria.

A novel by the author of *Brother Petroc's Return*. Announced for early publication.

**Star Inn**

By Sue M. Johnston. Ave Maria.

A novel dealing with the persecutions in Elizabethan England. For early publication.

**REFERENCE****The National Catholic Almanac (1953)**

Cloth, \$3, paper, \$2.50. St. Anthony.

Includes biographical sketches of the 24 new Cardinals; an analysis of historical and Supreme Court opinion on the First Amendment to the Constitution; a complete record of the pontificate of Pope Pius XII; etc.

**The National Catholic Almanac Puzzle and Quiz Book**

By Damien Wenzel, O.F.M. \$1. St. Anthony.

Puzzles of all types, based on material to be found in the *National Catholic Almanac*.

**The New Dictionary of American History**

By Martin & Gelber. \$10. Philosophical.

**Dictionary of Civil Defense**

By Carlton Wallace. \$3.75. Philosophical.

**What Is the Index?**

By Redmond A. Burke, C.S.V. \$2.75. Bruce.

**Standard Catalog for High School Libraries with the Catholic Supplement**

Compiled by Dorothy H. West. *Catholic Supplement* by Cath. Libr.

Assn., Helen L. Butler, Chairman. 6th ed., 1952. Sold on a service basis. Wilson.

**Catalog of Reprints in Series**

Ed. by Robt. M. Orton. Wilson.

A dictionary catalog of books currently available. Price, publisher, and date of issue given.

**The Library Key (7th ed.)**

By Zaidee Brown. 90 cents. Wilson.

**Using Your High School Library**

By Martin Rossoff. 75 cents. Wilson.

A new book intended for high school students.

**Manual of Cataloging and Classification for Small School and Public Libraries (4th ed.)**

By Johnson & Cook. 90 cents. Wilson.

**How to Organize and Run a Book Fair**

By the staff of the Thomas More Association. Free of charge.

**How to Organize and Run a Parish Library**

By the staff of the Thomas More Association. 25 cents.

These booklets may be ordered from the Thomas More Association, 210 West Madison St., Chicago 6, Ill.

**Liberal Arts Dictionary**

Ed. by Pei & Gaynor. \$6. Philosophical.

Terms accurately defined and equivalents given in English, French, German, and Spanish.

**Guide to the Catholic Sisterhoods in the United States**

By Thos. P. McCarthy. Cloth, \$2.25; paper, \$1.50. C.U. of A.

An illustrated guide with pictures of the Sisters.

**Junior Book of Authors (2nd ed.)**

By Kunitz & Haycraft. \$3.50. Wilson.

**Famous First Facts (Rev.)**

By Joseph N. Kane. \$7. Wilson.

**N.C.W.C. Publications**

The National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C., has a long list of pamphlets and booklets at nominal prices. They include Papal Encyclicals and other papers on religion, sociology, education, etc.

**Thorndike-Barnhart Dictionaries**

*Beginning Dictionary* (grades 4-5); *Junior Dictionary* (grades 5-8); *High School Dictionary*; *Comprehensive Desk Dictionary* (for teachers).

The Thorndike-Barnhart Dictionaries, copyright in 1952, are a modern graded series. They were reviewed briefly in the *CATHOLIC SCHOOL JOURNAL* for Dec., 1952, page 30A.

**Supplement II to the Catholic Encyclopedia**

Ed. by Rev. Vincent C. Hopkins, S.J. \$15 plus 45 cents postage. The Gilmary Society, 30 West 16th St., New York 11, N. Y.

**Britannica Junior**

The publishers report that the usual yearly revisions were made on this work. Pub. by Britannica.

**New Dictionary of American Politics**

By Smith & Zurcher. \$4. Noble.

**RELIGION****The Old Testament (Vol. I)**

Vol. I contains Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Josue, and Ruth. \$3. St. Anthony.

This is a new translation from the original languages—Hebrew, Aramaic, and Greek—sponsored by the Episcopal Committee of the Confraternity of Christian Doctrine and currently being made by members of the Catholic Biblical Association of America.

**Eucharist Chats**

By Rev. Michael D. Forrest, M.S.C. Sentinel.

A complete explanation of the doctrine of the Holy Eucharist.

**Externals of the Catholic Church**

By Rt. Rev. Msgr. John F. Sullivan, D.D. Rev. by Rev. John C. O'Leary. \$4.50. Kenedy.

Standard reference, modernized.



Three Sections of the Book Fair at Holy Name of Mary School, New Orleans, La., During National Catholic Press Month in 1952. The Parents Came to Admire the Exhibits and to Buy Books.

**The Government of the Catholic Church**

By Elizabeth M. Lynskey, Ph.D. \$2. Kenedy.

**The Greatest Calling**

Ed. by Rawley Myers. \$2.75. Declan.

A distinguished panel of priests and laity tell what the priesthood has meant to them.

**Seven Baskets**

Papers and essays by Isidore O'Brien, O.F.M., selected from *The Antonian*.

**The Apostles' Creed**

By Isidore O'Brien, O.F.M. These two books are scheduled for publication in March, 1953, by the St. Anthony Guild Press.

**Stories From God's Holy Book**

By Josephine Looney. Price ? St. Anthony. Scheduled for early publication.

**The First Christmas**

By Denis O'Shea. \$3. Bruce. Father O'Shea has supplied the details not found in the Gospels from his fund of special knowledge of the time and place—just as he did in his previous book, *Mary and Joseph*.

**The Life of Christ (popular ed.)**

By Abbot Ricciotti. Abridged and edited by Aloysius Croft. \$3.50. Bruce.

**The Woman Shall Conquer**

By Don Sharkey. \$3.75. Bruce. Our Lady's complete message to the world in the account of her apparitions from 1830 to the present.

**The Living Christ**

By Rev. John L. Murphy. \$3.75. Bruce. A popular explanation of the Mystical Body of Christ written so that nearly everyone can understand.

**Studies in Praise of Our Blessed Mother**

Ed. by Fenton & Benard. \$2.75. C.U. of A., 1952.

**The Flame of Faith**

By Maria Teweles-Witt. \$2.50. Ave Maria. Meditations by a laywoman.

**A Popular History of the Catholic Church**

By Rev. Philip Hughes. \$3.75. Macmillan.

**SOCIAL STUDIES****A History of the United States**

By Abell, and others. \$7.50. Declan. A new one-volume history by Catholic authors.

**The Land and People of Greece**

By Theodore Gianakoulis. \$2.50. Lippincott. Latest of "Portraits of the Nations Series."

**What Are We Using for Money?**

By Paul Bakewell, Jr. \$4. Van. "The history of our money as it was, and the errors which abolished

it and substituted a managed currency."

**Latin America in the Cold War**

By various authors. \$1.75. Wilson. A new book pointing out the resentment against U. S. policy in Latin American countries. Presents the encouraging and discouraging phases of the picture.

**The United States and International Organizations**

Compiled by Robert E. Summers. \$1.75. Wilson.

Among the contributors are: Dean Acheson, John Foster Dulles, Dwight D. Eisenhower, Herbert Hoover, and Trygve Lie.

**Political Ethics and the Voter**

Ed. by Thos. A. Rousse. \$1.75. Wilson.

A reference compilation, presenting some present cases of corruption in

government, their causes, and remedies.

**Forty Years After—Pius XI and the Social Order**

By Rev. Raymond J. Miller, C.Ss.R. \$3.75. Rumble & Carty. A factual commentary on the Encyclical *Forty Years After*. Applies the teaching to actual concrete labor, business, and economic situations.

**America's Greatest Challenge**

By Meyer & Coss. \$2.75. Civic. Tells citizens about questions on which they should be informed. The *Journal of the N.E.A.* called it the most important book of 1952. The *Catholic Digest* published a condensation of it.

**Blueprint for Enslavement**

By Rev. James A. McCormick. 15 cents. Catechetical.

The story of how the Communists got control of China.

**BOOKS FOR TEACHERS****STUDIES IN EDUCATION****Teaching Children in the Middle Grades**

By Alvina T. Burrows. \$3.75. Heath.

**The Role of Elementary Education**

By Baxter & others. \$4.50. Heath.

**The Central Catholic High School**

By Rev. Edward F. Spiers. \$2.50. C.U. of A.

A study of the problem of whether to build a central high school or several small high schools.

**The Christian Foundation Program in the Catholic Secondary School**

By Sister M. Janet. \$1.75. C.U. of A.

The result of a workshop at C.U. of A. in June, 1951.

**Criteria for Evaluation of Catholic Elementary Schools**

By Sister M. Vernice & others. \$2. C.U. of A.

**Building the Integrated Curriculum**

Ed. by Sister M. Janet. C.U. of A. Proceedings of the secondary school workshop at C.U. of A. in June, 1952. To be published in May, 1953.

**Special Education of the Exceptional Child**

By Wm. F. Jenks. C.U. of A. Proceedings of a workshop at C.U. of A. in June, 1952. To be published in May, 1953.

**The Idea of a Liberal Education**

Ed. by Rev. Henry Tristram. \$2.50. Noble. A selection from Cardinal Newman.

**Teaching Through the Elementary School Library**

By Walraven & Hall-Quest. \$3. Wilson.

**National Catholic Educational Association Bulletin, Aug., 1952**

Contains the proceedings and addresses at the 49th annual convention

at Kansas City, Mo., April 15-18, 1952. N.C.E.A., 1785 Massachusetts Ave., N.W., Washington 6, D. C.

**De La Salle**

Ed. by W. J. Battersby, Ph.D. \$7. Longmans, 1952.

An English translation of all the authentic letters and extant papers written or signed by St. John Baptist de la Salle, accompanied by the original French texts.

**TEACHING SPECIFIC SUBJECTS****Teaching Social Studies in Elementary Schools (Rev.)**

By Wesley & Adams. \$4.25. Heath.

**Critical Appreciation Course II**

By Ralph M. Pearson. \$5 for single copies; \$3 in lots of 5 or more. A paper-covered edition, \$1.15. Design.

**The New Art Education**

By Ralph M. Pearson. \$5. Design.

**Art in Catholic Secondary Schools**

Ed. by Sister Augusta. C.U. of A. Proceedings of the art workshop at C.U. of A. in June, 1952. To be published in May, 1953.

**Art Education in the Kindergarten**

By C. D. & Margaret Gaitskill. \$1.50. Bennett, 1952.

Contents: Significance of Art Education, Art Expressions of Children, Physical Setting and Materials, Subject Matter, Motivation, Guidance.

**Self-Expression Through Art**

By Elizabeth Harrison. \$4. Bennett, 1952.

**Children's Craft Book**

By La Vada Zutter. International. Illustrated book of all sorts of crafts for very young children. To be published in the spring of 1953.

**Silver Beads**

By Sister Marcelline, O.S.U. Price ? St. Anthony.

A Christmas play for upper grades. Easy to cast and costume. Complete stage directions.

**Teacher-Help Booklets**

By Edward W. Dolch. Garrard. *The Teaching of Sounding*, 50 cents; *Helping the Educationally Handicapped*, 50 cents; *The Modern Teaching of Spelling*, 50 cents; *The 2000 Commonest Words for Spelling*, 25 cents; and (for parents) *Helping Your Child with Reading*, 25 cents. Large reductions on all prices for quantity orders.

**Psychology and Teaching of Reading**

By Edward W. Dolch. \$3.50. Garrard.

This is the second edition, completely rewritten.

**Teaching Primary Reading**

By Edward W. Dolch. \$3. Garrard. A second edition, completely rewritten.

**Problems in Reading**

By Edward W. Dolch. \$3. Garrard.

**Manual for Remedial Reading**

By Edward W. Dolch. \$3. Garrard.

**Helping Handicapped Children in School**

By Edward W. Dolch. \$3.50. Garrard.

**Better Spelling**

By Edward W. Dolch. \$2.50. Garrard.

**Growing Into Reading**

By Marion Monroe. Price ? Scott. How to handle a pre-reading program.

**Your Child Learns to Read**

By A. Sterl Artley. Price ? Scott.

**The Catholic Curriculum and Basic Reading Instruction in Elementary Education**

Ed. by Sister M. Marguerite. C.U. of A.

Proceedings of a workshop at C.U. of A. in June, 1952. To be published in May, 1953.

**Gregorian Chant Analyzed and Studied**

By Marie Pierik. \$2.50. Grail.

**Safety Education Material**

The following items are included in the large assortment of safety material available from the National Safety Council, 425 North Michigan Ave., Chicago 11, Ill.

*Safety Education*—a magazine published monthly from Sept. to May. \$3.30 per year. *Lesson Units*—Monthly, Sept. to May; lower elementary, upper elementary, junior high, and senior high. *Safety Education Data Sheets*.

**Play Production**

By Henning Nelms. \$3.50. Noble.

**Radio Plays for Children**

By Katherine W. Watson. \$2.50. Wilson.

Twenty-six adaptations of popular children's stories of past and present.

**How Big? How Many?**

By Gladys Ridsen, Ph.D. \$3.50. Christopher.

Arithmetic for home and school. This is a book for teachers and parents to use constantly in teaching arithmetic functionally.

## GUIDANCE

(Some of these books are suitable for the high school library.)

## Counseling in Catholic Life and Education

By Rev. Chas. A. Curran. \$4.50. Macmillan.

Modern, practical, and Catholic.

## Marriage and the Family

By Clement S. Mihanovich, Brother Gerald J. Schnepf, S.M., and Rev. John L. Thomas, S.J. \$4.25. Bruce.

A textbook for college students, the book is valuable for counselors.

## Character Formation Through Books (1952 ed.)

Compiled by Clara Kircher. \$1.50. C.U. of A.

This bibliography of bibliotherapy was published originally in 1944 for the use of Dr. Thomas V. Moore, then director of the child center of C.U. of A. It is now brought up to date with about 378 current books.

There is first an annotated list of books by grades from 1 to 12 listing the purpose for which each book is recommended. Then follow: Character Index, Author Index, Title Index, Directory of Publishers, and a list of Readings in Bibliotherapy. A very useful catalog for teachers, librarians, and psychologists.

## Be Not Solicitous

Ed. by Maisie Ward. \$3. Sheed. How God will care for families. The publishers say that it is suitable for high school seniors, especially those who will be getting married soon.

## Why I Became a Priest

Ed. by Rev. George L. Kane. \$2.50. Newman.

Nineteen priests tell why they chose the apostolate of the priesthood.

## Gateways to Readable Books (2nd ed.)

By Strang & others. \$2.75. Wilson. More than 1100 titles for retarded readers.

## Get That Story

By John J. Flaherty. \$2.75. Lippincott.

A career book dealing with journalism. The latest of a series. Ages 12 and older.

## Modern American Engineers

By Edna Yost. \$2.50. Lippincott. A career book on engineering.

## Careers for Tomorrow

By Carrington Shields. \$1.50. Civic.

Describes 102 occupations. Helps students to make a decision and to begin work in their chosen field.

## Making the Most of School and Life

By Clark Robinson. Macmillan. An orientation and guidance book for grades 9 and 10.

## GENERAL READING FOR TEACHERS

## The Better Part

By Theodore Maynard. \$3.50. Macmillan.

The life of Teresa Demjanovich who became Sister Miriam Therese, of the Sisters of Charity.

## Mere Javouhey

By C. C. Martindale, S.J. \$2. Longmans.

The life of Anne-Marie Javouhey (1779-1885), foundress of the Congregation of St. Joseph of Cluny, who was recently canonized. To be published in May, 1953.

## The Table of the King

By Katherine Burton. \$3. Declan. The life of Emmeline Gamelin, foundress of the Sisters of Charity of Providence.

## They Heard His Voice

Compiled by Bruno Schafer, O.F.M.Cap. Tr. and ed. by Berchmans Bittle, O.F.M.Cap., \$3. Declan.

The story of about 21 noted converts in various parts of the world.

## The Pain of This World

By Rev. M. C. D'Arcy, S.J. \$2.25. This book on the problem of suffering, which has been out of print, will appear in April, 1953.

## Religion and Culture

By Thomas Neill. \$2.75. Bruce. The second Gabriel Richard lecture. It tells the story of the growth of materialism.

## Reflections 1952-53

By Brother U. Alfred. 75 cents. The Religious Educator, Mount La Salle, Napa, Calif.

## Our Lady of Springtime

By Sister Jean Dorcy, O.P. Price ? St. Anthony. Silhouettes and verses in a beautiful gift book.

## Society and Sanity

By F. J. Sheed. \$3. Sheed. A companion to the author's *Theology and Sanity*.

## A Short Breviary

Ed. by Monks of St. John's Abbey. \$3.50. Liturgical.

This short breviary for religious and the laity is one of the prominent items in an attractive catalog entitled "Popular Liturgical Library" issued by the Liturgical Press, Collegeville, Minn.

## The Lost Literature of Medieval England

By R. M. Wilson. \$4.50. Philosophical.

## Medieval Philosophy

By Rev. F. C. Copleston, S.J. \$2.75. Philosophical. For students who have no previous knowledge of the subject.

## History of Medieval Philosophy

By Maurice de Wulf. Vol. 1 \$4. Dover. The first volume of a new revised sixth edition. Vols. II & III will appear soon.

## A Chance to Live

By Msgr. John Patrick Carroll-Abbing. \$3. Longmans.

The story of the Italian "Boy's Town" for "the lost children of the war," by the founder.

## Handmaid of the Divine Physician

By Sister M. Berenice, O.S.F., R.N., Ph.D. \$3. Bruce.

For nurses. Gives necessary knowledge and directions for spiritual care of the sick and also private devotions for Mass and Holy Communion for nurses.

## The Two Sovereignities

By Joseph Lecler, S.J. \$3.75. Philosophical.

A history and a clarifying discussion of Church-State relations.

## Far Eastern History

By Emelyn Waltz, M.A. \$5. Christopher.

The author, during World War II, incorporated a month's study of the

Far East into her American history course.

## A Strand of Pearls from Old Japan

By Bernice B. Wyman. \$2.25. Christopher.

An impression of the Japanese people by a teacher who taught for seven years in Japan before the war.

## Cathedrals in the Wilderness

By J. H. Schauinger. \$4. Bruce. A popular biography of Bishop Benedict Joseph Flaget.

## Christian Inscriptions

By H. P. V. Nunn. \$2.50. Philosophical.

An introduction to Christian epigraphy.

## LIST OF PUBLISHERS

The following publishers have submitted titles which have been included in the foregoing list of books or they have advertisements in this issue.

The abbreviation used to designate a publisher precedes the publisher's full name. If the publisher has an advertisement in this issue the abbreviation is printed in **boldface type**; otherwise in *light italics*. See index to advertisers on page 67A of this issue.

*A.B.C.*—American Book Co., 55 Fifth Ave., New York 3, N. Y.  
*Ave Maria*—Ave Maria Press, Notre Dame, Ind.

*Bennett*—Chas. A. Bennett Co., Inc., 237 North Monroe St., Peoria 3, Ill.

*Benziger Brothers*, 6-8 Barclay St., New York 12, N. Y.

*Birchard*—C. C. Birchard & Co., 285 Columbus Ave., Boston 16, Mass.

*Bobbs*—Bobbs-Merrill Co., Inc., 730 North Meridian St., Indianapolis 7, Ind.

*Britannica*—Encyclopedia Britannica, 425 North Michigan Ave., Chicago 11, Ill.

*Bruce*—Bruce Publishing Co., 400 North Broadway, Milwaukee 1, Wis.

*Catechetical*—Catechetical Guild, 147 East Fifth St., St. Paul 1, Minn.

*Catholic*—Catholic Book and Supply Co., South Milwaukee, Wis.

*Continental*—Continental Press, 507 College Ave., Elizabethtown, Pa.

*C.U. of A.*—Catholic University of America Press, 620 Michigan Ave., N.E., Washington 17, D. C.

*Christopher*—Christopher Publishing House, 1140 Columbus Ave., Boston 20, Mass.

*Civic*—Civic Education Service, 1733 K Street, N.W., Washington 6, D. C.

*Compton*—F. E. Compton Co., 1000 North Dearborn St., Chicago 10, Ill.

*Cram*—George Cram Co., 730 E. Washington St., Indianapolis 7,

*Crowell*—Thomas Y. Crowell Co., 432 Fourth Ave., New York 16, N. Y.

*Declan*—Declan X. McMullen Co., Inc., 22 Park Place, New York 17, N. Y.

*Design*—Ralph M. Pearson's Design Workshop, 288 Piermont Ave., Nyack, N. Y.

*Denoyer*—Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill.

*Dover*—Dover Publications, Inc., 1780 Broadway, New York 19, N. Y.

*Educational*—Educational Service, Inc., P.O. Box 112, Benton Harbor, Mich.

*Fordham*—Fordham University Press, 22 Park Place, New York 7, N. Y.

*Garrard*—The Garrard Press, Champaign, Ill.

*Ginn*—Ginn and Co., Statler Building, Boston 17, Mass.

*Globe*—Globe Book Co., 175 Fifth Ave., New York 10, N. Y.

*Grail*—The Grail, St. Meinrad, Ind.

*Gregg*—Gregg Publishing Division, McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 36, N. Y.

*Heath*—D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.

*Hener*—The Hener Publishing Co., 232-234 Dows Bldg., Cedar Rapids, Iowa.

*Holt*—Henry Holt & Co., Inc., 383 Inc., 330 West 42nd St., New York 36, N. Y.  
Madison Ave., New York 17, N. Y.

*International*—International Textbook Co., 1001 Wyoming Ave., Scranton 9, Pa.

*Iroquois*—Iroquois Publishing Co., Inc., 333-335 West Fayette St., Syracuse 2, N. Y.



Kenedy—P. J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.

Laidlaw Brothers, 328 S. Jefferson St., Chicago 6, Ill.

Lippincott—J. B. Lippincott Co., East Washington Square, Philadelphia 5, Pa.

Liturgical—The Liturgical Press, Collegeville, Minn.

Longmans—Longmans, Green & Co., Inc., 55 Fifth Ave., New York 3, N. Y.

Long's—Long's College Book Co., 1836 N. High St., Columbus, Ohio.

Lyons—Lyons & Carnahan, 2500 Prairie Ave., Chicago 16, Ill.

Macmillan—The Macmillan Co., 60 Fifth Ave., New York 11, N. Y.

McCormick—McCormick-Mathers Publishing Co., P.O. Box 2212, Wichita 1, Kans.

McGraw—McGraw-Hill Book Co.,

Mentzer—Mentzer, Bush & Co., 2210 S. Parkway, Chicago 16, Ill.

Merriam—G. & C. Merriam Company, 47 Federal St., Springfield 5, Mass.

Merrill—Charles E. Merrill Books, 400 South Front St., Columbus 15, Ohio.

Messner—Julian Messner, Inc., 8 West 40th St., New York 18, N. Y.

Newman—The Newman Press, Westminster, Md.

Noble—Barnes & Noble, Inc., 105 Fifth Ave., New York 3, N. Y.

Oxford—Oxford Book Co., 222 Fourth Ave., New York 3, N. Y.

Pfaum—George A. Pfaum Publ. Co., 38 W. 5th St., Dayton 2, Ohio.

Philosophical—Philosophical Library, 15 East 40th St., New York 16, N. Y.

Republic—Republic Book Co., Inc., 115 East 53rd St., New York 22, N. Y.

Rumble & Carty—Fathers Rumble and Carty, Radio Replies Press, 500 Robert Street, St. Paul 1, Minn.

St. Anthony—St. Anthony Guild Press, Paterson 3, N. J.

St. Mary's—St. Mary's College Press, North Central Publishing Co., 250 East Fifth St., St. Paul 1, Minn.

Sanborn—Benj. H. Sanborn & Co., 221 East 20th St., Chicago 16, Ill.

Science Service—Science Service, 1719 N. Street, N.W., Washington 6, D. C.

Scott—Scott, Foresman & Co., 433 East Erie St., Chicago 11, Ill.

Sentinel—The Sentinel Press, 194 East 76th St., New York 21, N. Y.

Sheed—Sheed and Ward, 840 Broadway, New York 3, N. Y.

Silver—Silver Burdett Co., 45 East 17th St., New York 3, N. Y.

Singer—The L. W. Singer Co., Inc., 249-59 West Erie Blvd., Syracuse 2, N. Y.

South-Western—South-Western Publishing Co., 634 Broadway, Cincinnati 2, Ohio.

Steck—The Steck Company, Austin 61, Tex.

Tutor—Tutor That Never Tires, P.O. Box 327, Bronxville 8, N. Y.

Van—D. Van Nostrand Co., Inc., 250 Fourth Ave., New York 3, N. Y.

Webster—Webster Publishing Co., 1808 Washington Ave., St. Louis 3, Mo.

Wilson—The H. W. Wilson Co., 950-72 University Ave., New York 52, N. Y.

World—World Book Co., Yonkers 5, N. Y.

Zaner—Zaner-Bloser Company, 612 N. Park St., Columbus 8, Ohio.

# Alfred Lays Down HIS Conditions

*Rev. Angelo Franco, S.D.B., Ph.D.\**

*A True Story of St. John Bosco's Days*

THERE was a knock at the door of Don Bosco's room. When the saint came out to greet his visitor, he found himself in the presence of a rather elderly gentleman of refined appearance. At his side stood a smartly dressed boy with large, lively eyes. The priest was at once struck by the lad's frank, open countenance.

"Good morning, sir. Please come in."

Having gestured to the boy to wait outside, the gentleman walked in. This arrangement the youngster welcomed with delight, for he was intensely interested in a keenly contested game that was going on on the playground below.

The gentleman had a sad story to tell. "Father, the boy outside is my son, Alfred. I am really at my wits' end as to what to do with him. He is my biggest headache. I have placed him in two different schools, but he has been a failure at both. He has read all kinds of books; he speaks about everything under the sun with unabashed boldness; he makes fun of religion and mixes with the worst company. In short, he is the despair of his mother and myself. Do you think something can be done with him? Could he be given a last chance . . . in your school?"

Don Bosco reflected, then asked, "How old is the boy?"

"Fourteen."

The saint thought again, then, "Why not? Yes, I am prepared to take him. But will he agree?"

## Don Bosco and Alfred

The gentleman suggested that Alfred should be introduced to Don Bosco. The boy was called in, and his father withdrew. The interview was not long, the conversation turning on things which would interest a boy. Of course, the main topic was Alfred's favorite sport, the one in which he excelled and at which no one could beat him. When Alfred rose to say good-by, the priest took his hand in his own, and, fastening a penetrating look on him, whispered, "We shall be friends always, shall we not?"

The lad smiled, nodded and was off.

Alfred was jubilant when he met his father. "Papa, I like that priest. He is a fine fellow. And, would you believe it? He did not say a word about religion."—which was perfectly true.

His father now saw his chance and would not miss it. "Alfred, I have been thinking of asking Don Bosco to take you into his school. You know that your studies had to be interrupted because the last school you attended refuses to have you back. Here you can continue your studies. How would you like to stay with Don Bosco?"

The boy thought for a moment. Then,

deliberately, "I don't mind, papa. But on three conditions."

"And what are your conditions?"

"First, that no one in this place will ever speak to me about confession. Second, that no one will ask me to set my foot in church. Third, that I can run away any time I like."

## Don Bosco Accepts

A doubt furrowed the gentleman's brow. He was puzzled. However, there was no harm in putting the case to Don Bosco. When the saint heard about the three conditions, he laughed heartily. Unhesitatingly he said, "Tell Alfred that I accept." And so the boy remained at the Oratory.

At once word was passed around to the different priests that the boy should be treated with great consideration, as though he were one of the best pupils in the school. Alfred himself did not find it difficult to settle down to the happy life of his new home. He made friends. He played hard. He liked the happy familiarity between teachers and boys. There were no "cops" stalking about in the playground with chin erect and eyes alert, intent only upon catching offenders. What surprised him most was that his teachers would talk familiarly with him and did not mind his bragging; they even seemed to enjoy his little "boutades." His tasks and assignments he also began

\*Salesian College, Aptos, Calif.

### Alfred's Conditions

to find congenial, especially from the time one of his teachers had said "Bravo, Alfred" before the whole class and complimented him on his fine composition.

And then there was Don Bosco. How everybody did love the priest! Whenever he appeared on the playground, there was a sudden rush in his direction. Boys huddled around him, cheered him, laughed and shouted. Alfred, too, forgetting his game, would dash off like the rest and elbow his way through the crowd to get close to the priest. Invariably, Don Bosco would notice him, smile and wave. "Hello, Alfred," he would say, and then followed one of those remarkable looks which reached into the very depths of the boy's soul. Oh, the mysterious power of that look! It seemed to follow him everywhere and made him uneasy but happy at the same time. Alfred could not explain it.

But when the bell announced the end of recreation and the boys lined up to go to church, Alfred, obedient to his resolve, would leave the crowd and stroll off in another direction, whistling a tune or humming one of his favorite songs. Oh, no! he had no use for prayers or church services.

### Grace and Good Example

This went on for some time. Then he began to feel a bit lonely. "I think," he mused, "I will go to church just for curiosity's sake. But you may be sure they won't catch me. I'll stay at the back." And so he did. Like the publican, he stood far off watching his companions at prayer. "What a pack of fools!" he was heard to mutter. But the jest was really forced — just an effort to bolster up an already failing courage.

The fact was that Alfred's feelings were gradually changing. Indeed, it was not possible for the boy to isolate himself completely from the others. For instance, at the end of the day there were evening prayers, and, as these were short and said not in church but under the porticoes, he could not reasonably leave the crowd. Prayers over, Don Bosco would mount a little stool and speak for a few minutes before the boys retired to rest. It was not a sermon; just a fatherly chat about all sorts of things. But the conclusion was invariably the same: a gentle reminder of things that matter, an earnest invitation to love God, to trust in His Blessed Mother, to visit Jesus in the holy Tabernacle, to avoid sin — the only thing which can make us miserable in this world. The saint always finished his three or four minute talk with an affectionate, "Good night, boys," to which they with one voice joyously and heartily replied, "Good night, Father." Then in silence they retired to their dormitories, musing and wondering about all they had heard. Alfred, too, mused and wondered.

### Alfred's Surrender

After a few days, Alfred thought he would join the boys also for daily Mass — but, of course, "just for curiosity's sake."

During Mass he noticed some of his companions leaving their pew and clustering around Don Bosco, who, in a corner of the church, seated between two kneelers, was hearing confessions. He noticed the radiant faces of these boys as they rose one by one from their knees, absolved from their sins. The same radiant happiness he noticed on their countenance as they came back from the Communion rail. It all seemed so novel and so strange to him.

There were other influences also gradually wearing down Alfred's defiant resistance. Some of his friends, members of the Immaculate Conception Sodality, had resolved to win his soul back to God at all costs. During quiet intervals, between one game and another, they would seek Alfred's company, engage him in conversation and, at the right moment, almost

casually, drop a hint or venture some friendly advice. "Alfred, if I were you, I would not say that word again. It is a bad word." At first Alfred would angrily snap, "What do you care?" But the next time he would whisper, "I am sorry." "Alfred, why don't you come to confession with us? You know, Don Bosco is a saint." Alfred would not answer but looked very thoughtful. Finally, he himself began asking questions about religion and other related subjects, and great was his surprise at the clear and interesting answers he received. He was definitely seeing things in a different light.

One morning, to make a long story short, Alfred joined his companions at Mass and began to pray. A few minutes later he left his pew and made his way to where Don Bosco was hearing confessions. When his turn came, he knelt before the saint and confessed his sins.

From that day on, Alfred was a changed boy. It is on record that he became one of the most exemplary boys of the school.

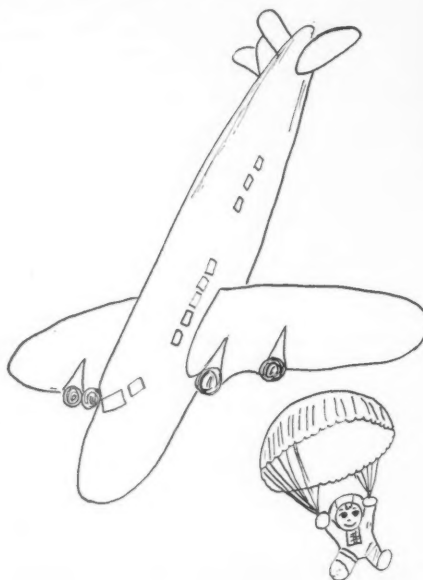
## READY TO PARACHUTE?

*Sister M. Estelle, O.P.\**

One of the testing games which my first grade enjoyed immensely was the Parachute Game. As we finish a preprimer or a primer we like to review the words in a new and interesting way. Since the device has proved successful in my first grade, I would like to pass it on to other primary teachers.

On the day of the parachute vocabulary testing game each child receives an airplane which has been dittoed on yellow or other

\*St. Mary's School, Aberdeen, Wash.



bright colors of construction paper. The parachute men are also dittoed on one or varied colors of paper. Two words are printed on each parachute. These are placed in a box from which each child takes a turn in drawing. If the child can say both words on the parachute quickly, he may take it to his desk. When all of the parachutes have been won, the children attach strings from the plane to the parachutes. This can make a very colorful and attractive border for classroom decorations.

This type of testing lends itself to other subjects as well, such as, drill in tables.



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# The Fabric of the School

## Safety on the Playground

Norman R. Miller \*

One of the chief incentives to the establishment and maintenance of playgrounds is that they tend to keep children away from dangerous places such as traffic-laden streets. It is usually taken for granted that the playground is a safe place for children. If the playground is to be safe, definite standards of safety should be built into it; it should be maintained in safe condition; and it should be supervised to make certain that the children use it safely.

### Planning

If the playground is planned as a part of the school ground, its location is fixed. If the play area must be at a distance from the school, remember that, to reach it, children should not be required to cross highways or railroad tracks or other dangerous areas.

Usually it is considered necessary to have the playground fenced to prevent the children from dashing out into the street in pursuit of a ball or in pursuit of each other thus endangering themselves and passers-by.

The surfacing of the grounds is a problem. The hard pavement surface commonly used has been blamed for many playground accidents. Recent experiments with rubberized asphalt for playground surfacing at Akron, Ohio, have been reported as successful. Whatever the surface, it is necessary to provide sand, tanbark, sawdust; or something similar around swings, slides, etc.

### Supervision

Playgrounds must be regulated and supervised in some way depending on time, place, and circumstances. No school authority would allow bicycle riding on the playground, nor would he permit the older boys to conduct a baseball game when and where it could easily cause injury to other children. Even a soft ball can cause a serious injury to the eye.

Younger children may injure each other by disorderly use of swings, slides, see-saws, etc. Older children may be used as volunteer directors to enforce rules of safety, and all children must be taught safety consciousness.

\*Vice-President, American Playground Device Co., Anderson, Ind.

### Apparatus

For swings, slides, castle walks, etc., we recommend that the necessary pipe fittings be of high-grade malleable iron with clamp fittings. Drilling holes in the frames for bolts will weaken the frame, while welding destroys the protective zinc coating and makes installation difficult.

These frames should be installed correctly with adequate concrete footings and perfect alignment.

Each piece of equipment has its own rules for safety in regard to construction, installation, maintenance, and use. The swing, for instance, requires professional attention to all these factors. Its frame or hanger requires careful selection of material tested for strength, and installed in concrete perfectly vertical. Bronze bearings insure a long, safe life. Many injuries have resulted from being hit with the seat of a swing. While this danger cannot be eliminated, it may be much reduced by using seats covered with rubber. The American Playground Device Co. has patented a rubber swing seat that has become popular with playground directors.

The slide has become an indispensable feature of the playground. Its frame should meet the same specifications mentioned for that of the swing. Steel is the proper material for the slide and also for siderails.

There is always danger from slivers when wood is used. The use of the slide will be dangerous unless the children are taught to use it in a careful and orderly manner. These observations about the slide may be applied also to the see-saw.

## Building News

### IN ILLINOIS

#### St. Joseph School, Mattoon

A new school building is under construction for the Immaculate Conception parish, Mattoon, and will be completed and ready for occupancy in early spring. The structure is of buff brick with stone trim, and will house a gymnasium, which will also serve the dual purpose of parish hall, 7 classrooms, a kindergarten, and administrative offices flanking the gym in an east wing.

To the rear of the gym are the boiler room and lavatories; the building is planned to allow classrooms to be closed from the public during parish activities in the gym.

The corridors are of glazed tile. Classrooms boast the most modern features, including germicidal-lamp lighting. An electronic system of clocks and signal bells, a recent development eliminating use of specialized wiring for the system, will be used throughout the building. The heating system will be a completely automatic system of forced hot air with coal fuel.

### IN MARYLAND

#### St. Bernard's, East Riverdale

New \$200,000 auditorium, school, and convent buildings of St. Bernard's parish were dedicated on December 14, 1952.

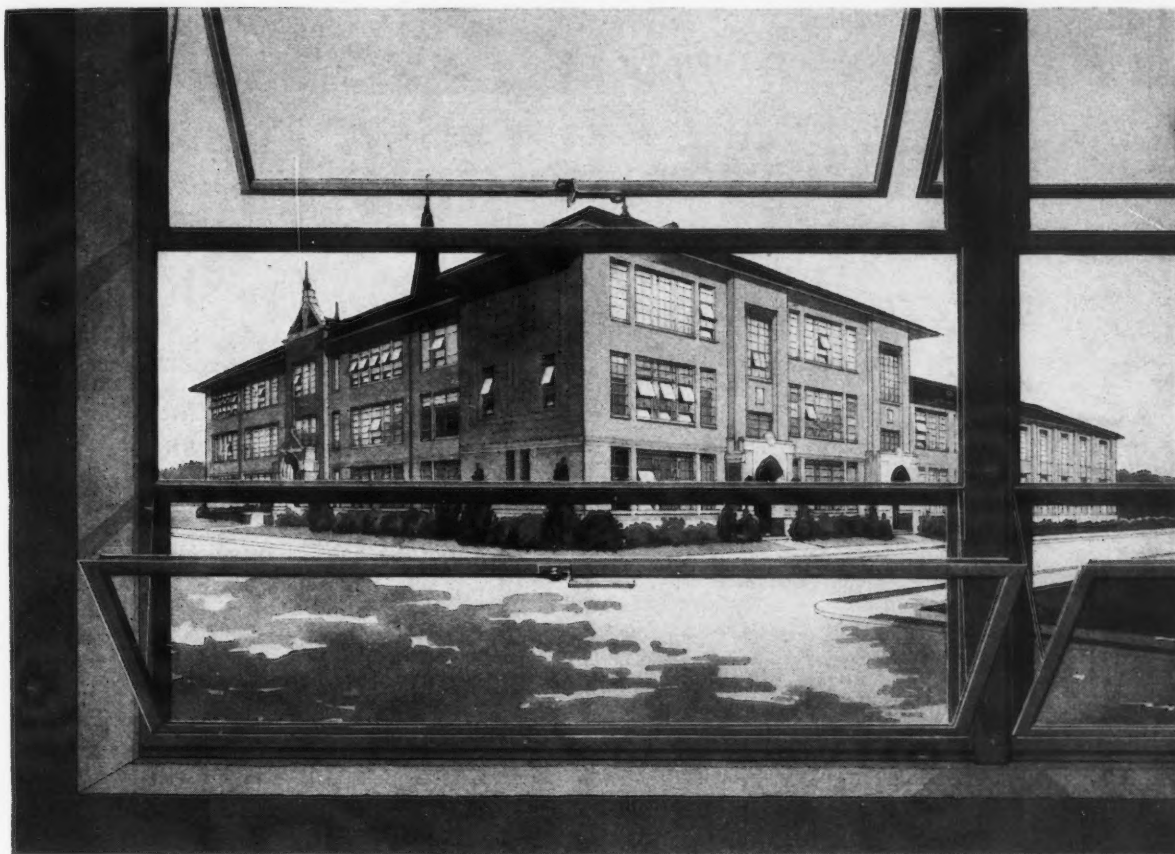
The buildings, of concrete and brick construction, are of contemporary modern design. The auditorium, designed for parish activities, seats 500 persons. The school contains 4 classrooms, a principal's office, and storage room, for the present. Living quarters for 10 sisters are provided in the convent.

This most unusual building project boasted 153 volunteer workers—Catholics and non-Catholics—who built most of the plant. A regiment of plumbers, plasterers, carpenters, and concrete workers descended upon the rectory after a plea for help from the pastor of St. Bernard's, Rev. Thomas B. Dade. A number of unions volunteered their services also. Father Dade figures the countless volunteer hours, offered in true community spirit, saved thousands of dollars in this project.

(See also page 38A)



This photograph from the American Playground Device Co. shows children enjoying a modern all-steel slide at the Royce Playground, Escanaba, Mich.



## 237 Reasons Why This Is A Better School

*St. Francis DeSales  
Parochial School,  
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inspection mean window satisfaction through trouble-free operation and low maintenance costs.

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## Catholic Education News

### EDUCATIONAL MEETINGS

**Eighth Annual Convention  
Catholic Business Education  
Association**  
Columbus Hotel, Atlantic City, N. J.  
April 8 and 9, 1953

The program for the Eighth Annual National Convention of the Catholic Business Education Association has been announced by the National President, Brother Philip, O.S.F., and the General Chairman, Sister Catherine Maria, C.S.J.

The Executive Board meeting is scheduled for April 8. The opening address on April 9 will be delivered by Most Rev. Loras T. Lane, Auxiliary Bishop of Dubuque, Iowa, and president of Loras College of Dubuque.

A panel discussion on *The Catholic Business Graduate and the Labor Movement*, is programmed for the general session. The chairman for this session will be Brother Justin, F.S.C., department of labor-management relations, Manhattan College, New York. The luncheon session will be addressed by: Most Rev. Bartholomew J. Eustace, S.T.D., Bishop of Camden, N. J., and Dr. James R. Meehan, Hunter College, New York City.

Afternoon sessions on April 9 will provide sectional meetings for the high school teachers and college teachers. The theme for the high school panel will be: *The Apostolate of Catholic Business Teaching*. Brother A. Lawrence, F.S.C., Bishop Loughlin High School, Brooklyn, N. Y., presides as chairman of this group. The college section theme will be: *Catholic Social Principles in Action*. Rev. Raymond F. X. Cahill, S.J., Holy Cross College, Worcester, Mass., will be the chairman of the college section.

The Eastern Unit of the Catholic Business Education Association will be the host to the national gathering. Sister Catherine Maria, C.S.J., St. Brendan's High School, Brooklyn, N. Y., is chairman of this unit. Local arrangements chairman for the National Convention is Sister Muriel, R.S.M., Georgian Court College, Lakewood, N. J.

The membership fee is \$2. Members are entitled to: the *C.B.E. REVIEW QUARTERLY*; admission to their local unit and national conventions; participation in national projects sponsored by CBEA, such as, use of CBEA typing tests published monthly and awards; the use by colleges and universities of the *Catholic Views Test Program*.

The National Executive Board of the CBEA is composed of official representatives of the regional units in addition to the following national officers:

President: Brother Philip, O.S.F., St. Francis Monastery, Brooklyn, N. Y.

Vice-president: Sister M. Dorothy, O.P., Bishop McDonnell Memorial High School, Brooklyn, N. Y.

Secretary: Sister Mary Gregoria, B.V.M., Mundelein College, Chicago, Ill.

Treasurer: Sister M. Immaculata, R.S.M., Mt. Mercy Junior College, Cedar Rapids, Iowa.

Editor of *Review*: Rev. Charles Aziere, O.S.B., St. Benedict's College, Atchison, Kans.

Publications Director: Brother Leo V. Ryan, C.S.V., Spalding Institute, Peoria, Ill.

Historian: Sister Irene de Lourdes, C.S.J., St. Joseph's Commercial High School, Brooklyn, N. Y.

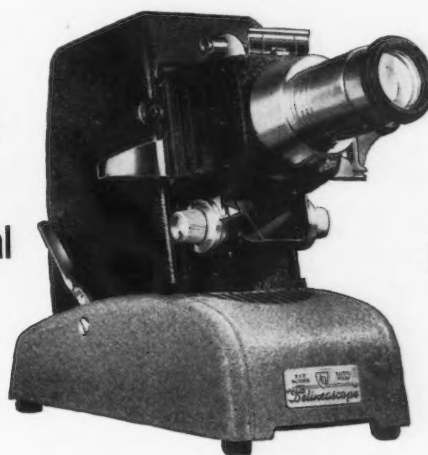
### Plan Mercy Educational Meet

The executive committee of the Educational Conference of the Sisters of Mercy of the Union in the United States met at Mercy College, Detroit, December 19 to 21, to plan the first general conference in Atlantic City in the spring. The spring meeting will be held under the auspices of Mother General Mary Bernardine Purcell, R.S.M., of Bethesda, Md., who recently appointed the executive committee to act as a conference for over 3800 teaching Sisters in nine provinces.

Meeting in Detroit at the invitation of Mother M. Carmelita Manning, R.S.M., Mother Provincial of Detroit, the committee outlined the two-fold aim of the conference: (1) "to advance the

(Continued on page 34A)

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## Catholic Education News

(Continued from page 31A)

educational work of the Sisters of Mercy in accordance with the aims of Catholic education; (2) to encourage the spirit of mutual helpfulness and co-operation in promoting the educational progress of the Sisters of Mercy in all the provinces of the Union."

Members of the executive committee include: chairman, Sister M. Xavier Higgins, R.S.M., dean of Mount St. Agnes College, Mt. Washington, Baltimore, Md.; vice-chairman, Sister M. Jo-

setta Butler, R.S.M., dean of St. Xavier College, Chicago, Ill.; executive secretary, Sister M. Lucille Middleton, R.S.M., president of Mercy College, Detroit.

The Sisters of Mercy conduct eight colleges, 104 high schools, and 406 elementary schools, according to 1951 statistics.

### Music Educators Convention

Very Rev. Thomas J. Quigley, national president of National Catholic Music Educators Association, and superintendent of schools in the diocese of Pittsburgh, Pa., gave the convention note, "To Restore All Things in Christ," at the opening conference of the fifth biennial meet of the NCMEA, Kansas unit, held at the Mount St.

Scholastica College, November 28 and 29. Msgr. Quigley's keynote address challenged the conference members to an apostolate of music as the medium through which to restore the American people to a consciousness of supernatural life.

Offering the contributions of experience and research, Rev. Cletus F. Madsen, St. Ambrose College, Davenport, Iowa, and national chairman of the liturgical section of NCMEA, led a spirited panel on the convention theme.

Dr. Harry W. Seitz, head of the fine arts department of Central Public High School, Detroit, Mich., and national chairman of the vocal section of NCMEA, inspired and encouraged music educators by his address and very especially by the artistic performance of the All-Kansas Catholic Chorus which he directed.

An exhibit deserving great attention was "Music Interpreted in Art" which showed remarkable originality on the part of the Kansas children who submitted work.

### AD MULTOS ANNOS

★ REV. AENEAS M. TOZZI, S.D.B., director of Don Bosco Seminary, Newton, N. J., celebrated the 60th anniversary of his religious profession recently. Father Tozzi and REV. ALFONSO VOLONTE, S.D.B., Port Chester, N. Y., who observed his 60th anniversary on the same date, both knew St. Don Bosco, the founder of their community.

### HONORS AND APPOINTMENTS

#### Priest Heads Academy

REV. CYRIL F. MEYER, C.M., vice-president of St. John's University since 1950, has been elected president of the New York Academy of Public Education. He had been a member of the board of directors since 1948. Father Meyer is one of the best known Catholic educators in the country; he was elected president of the college and university department of NCEA last year.

The New York Academy was founded in 1912 to promote the interests of public education in New York; its membership comprises college and university professors, and officials, superintendents, and principals of the public school system.

#### First Women Professors

DR. REGINA FLANNERY HERZFELD and DR. RUTH V. REED became the first women appointed to full professorships at the Catholic University of America. Dr. Herzfeld teaches anthropology, and Dr. Reed, social work.

### REQUIESCANT IN PACE

● BROTHER ARNOLD EDWARD, F.S.C., a leading Catholic educator and former president of Manhattan College, N. Y., died December 28, 1952, after a long illness. He was completing his 62nd year of religious life. In 1906 Brother Edward was appointed president of Manhattan College for the first time. He returned for a six-year term in 1912. Until his retirement in 1947, Brother Edward taught in the English and religion departments of Manhattan College continuously from 1938.

● RT. REV. MSGR. JOHN J. HEALY, vicar-general of the Little Rock Diocese, and former president of the Catholic Hospital Association, died in December, 1952, at the age of 49. Besides supervising the work of Catholic hospitals in the Arkansas diocese, Msgr. Healy was superintendent

(Continued on page 36A)



## Elementary, High School and College Students



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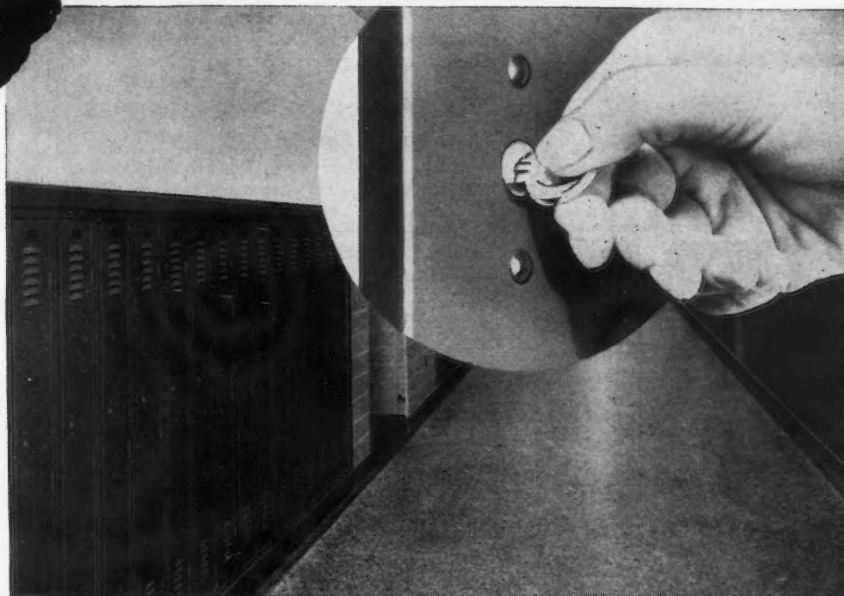
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## Catholic Education News

(Continued from page 34A)

of schools, head of the diocesan school board, and director of Catholic Charities. One of the highlights of his career occurred last year when he was chosen to represent the Catholic Hospital Association at the 7th International Hospital Federation Congress in Brussels, Belgium.

### COLLEGES AND UNIVERSITIES Agricultural Course

St. Bede College, Peru, Ill., has announced it will inaugurate a fully accredited two-year course in agricultural science this fall in co-operation with the University of Illinois. The program is designed to enable farm youths to obtain a basic Catholic education in pursuing agricultural studies.

### Standards for Teacher Education

A new agency, the National Council for Accreditation of Teacher Education, will assist universities and colleges in organizing and administering efficient programs in the preparation of teachers. The Council, composed of existing professional agencies, will begin its work, July 1, 1954.

### French Aid Catholic Students

Students in French Catholic universities are now assured of government financial aid through the ratification of a bill granting state scholarships to them. The bill was passed by the National Assembly early in December, and final passage by a two-thirds majority in the French Senate has made it law. University students will now receive aid similar to that granted to students in Catholic primary and secondary schools last year.

The new law brings to an end a long period of antagonism toward Catholic education on the part of the French government. Further evidence of the changed official attitude was provided in Paris, recently, where the Catholic Institute opened its winter term with a public ceremony attended by both civil and religious dignitaries.

(Continued on page 37A)



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## Catholic Education News

(Concluded from page 36A)

### SCHOOL NEWS

#### A Vocational Education Committee

Dr. Lewis A. Wilson, New York State Commissioner of Education, has been named by U. S. Commissioner of Education Earl J. McGrath to the newly established advisory committee for the nationwide improvement of vocational education. Assistant Commissioner Wayne O. Reed of the U. S. Office of Education will be chairman of the group.

Other committee members already selected are: Dr. Pearl A. Wannamaker, Washington; Dr. Dowell J. Howard, Virginia; Dr. Dean M. Schweickhard, Minnesota; Dr. C. M. Miller, Kansas; Dr. M. N. Stratton, Massachusetts; Dr. Mark Nichols, Utah; and Dr. J. Warren Smith, North Carolina.

### SCHOLARSHIPS

#### For High School Graduates

Catholic University of America has announced that four-year tuition scholarships are open to Catholics in the current graduating class of any high school in each of the 22 archdiocesan provinces of the United States and the Archdiocese of Washington.

Scholarships are available for both young men and young women in the College of Arts and Sciences, men only in the School of Engineering and Architecture, and women only in the School of Nursing Education. All students interested in competing should apply to the Registrar, Catholic University of America, Washington 17, D. C., before February 15.

#### For College Graduates

Marywood College, Scranton, Pa., an A.L.A. accredited library school, will offer 3 scholarships in librarianship to graduates of approved colleges for 1953-54. Two of these scholarships are full tuition (\$450), and the third, \$350. The course of study for which these scholarships are available leads to the Master of Arts in Librarianship. They are competitive and are based on scholarship and background. Those interested should apply, before May 1, to: Marywood College, Department of Librarianship, Scranton 2, Pa.



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# The Fabric of the School

## Architect Finds Panel Window Walls Permit Lower Cost Construction

Derald West, partner in the architectural-engineering firm of West & Anderson at Genoa City, Wis., figuring on a number of schools in his area, wanted a pattern for economy. He explored both conventional and contemporary materials and methods, and came up with a functional one-story, wall-bearing structure supporting steel bar joists, having walls of 12-inch concrete blocks (left exposed and painted) and non-supporting panel windows fitted with Thermopane. He used a built-up roof, acoustical tile ceiling, concrete floors with asphalt tile, and redwood vertical siding on the exterior.

"This system is a very economical one to provide the necessary natural light in a classroom, insulation in the glass walls, and to establish a pleasing pattern of

material and proportion," Mr. West declares. "The panel window and Thermopane as an individual unit saves money on a square foot basis compared to the conventional wall construction. However, its greatest advantage is that by using this system I can alter my entire building design to utilize lower cost construction methods."

Mr. West has employed panel window-wall construction in three new schools and in one school addition, and has it in three others now under construction. The framework is built from simple 2 by 6's in nine standard sizes, and rabbeted to take the insulating glass. Only two standard sizes of glass— $45\frac{1}{2}$  by  $25\frac{1}{2}$  inches for fixed lights and  $42\frac{1}{2}$  by  $22\frac{1}{2}$  for ventilators—

are required for the openings.

### DISINFECTION IN SCHOOLS

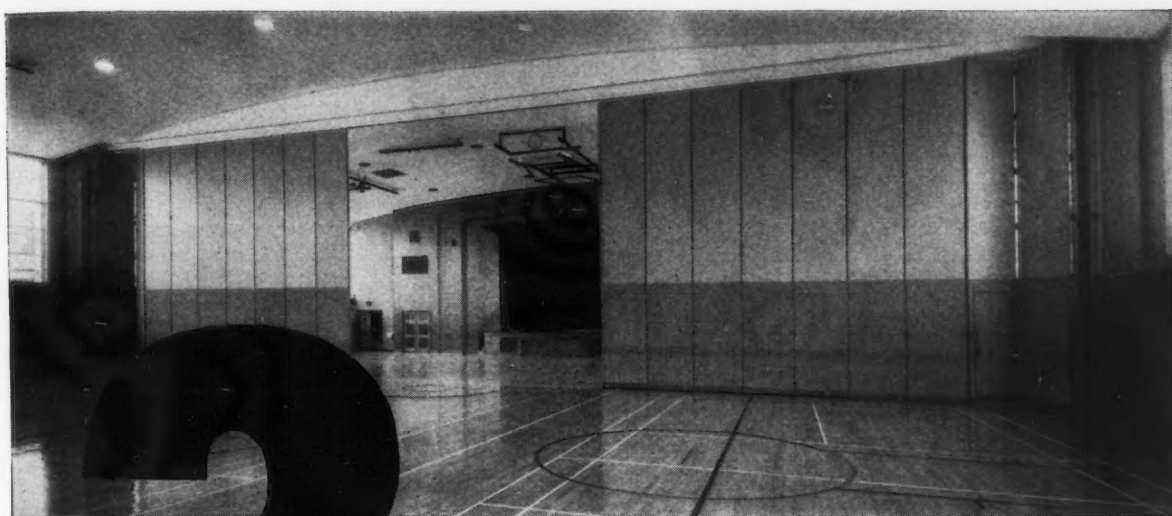
Away back in March, 1931, a writer in the *Journal of the American Medical Association* answered the question, "What value have deodorants for disinfecting purposes?" He wrote:

"In combating contagion modern sanitary practices have eliminated disinfectants for spraying walls, ceilings, and floors of classrooms. The source of infection is the individual; so long as the infected individual is present in the room any disinfectant that might be used on the walls or floor would be of little value in preventing infection. Removal of the infected individual usually suffices to end the danger of spreading the infection.

"Soap and water is the best agent for cleaning floors, together with plenty of fresh air and sunshine. It is unnecessary to worry about contagious disease organisms that may be lodged on the walls or ceilings. The same rule applies to toilets. Cleanliness will take care of the whole problem without resort to strong disinfectants. In fact, terminal disinfection, such as fumigation with formaldehyde, has been generally discarded as valueless. In the case of lavatories, and toilet bowls, so-called germicides in reality accomplish nothing except cover up the primary odor by the stronger odor of the chemical."



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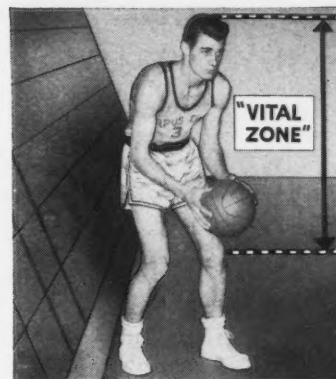
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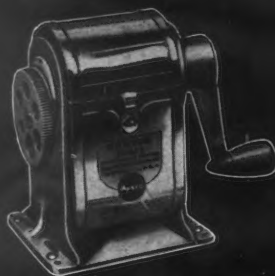


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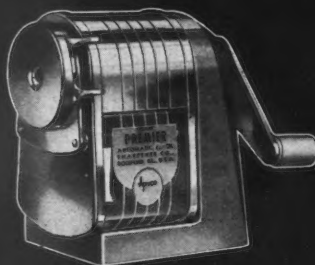
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## COMING CONVENTIONS

For more conventions in February, see the Catholic School Journal for January, page 26A.

Feb. 6-7. Catholic Teachers Institute at Cardinal Hayes High School, New York City. Secretary: V. Rev. Msgr. John J. Voight, 451 Madison Ave., New York 22.

Feb. 12-14. American Association of Colleges for Teacher Education (NEA) at Congress Hotel, Chicago. Secretary: Dr. Edward C. Pomeroy, AACTE, 11 Elm St., Oneonta, N. Y.

Feb. 21. Catholic Library Association, Greater St. Louis Unit at Maryville College, St. Louis 18. Secretary: Catherine E. Pauck, 4415 Pershing Ave., St. Louis 8, Mo. Exhibits: Mother M. Dowling, R.S.C.J., Maryville College.

Feb. 21-25. National Association of Secondary School Principals (NEA) at Municipal Auditorium, Milwaukee, Wis. Secretary: Paul E. Elicker, 1201—16th St., N.W., Washington 6, D. C. Exhibits: Mr. Elicker.

Feb. 24-28. Department of Audio-Visual Instruction (NEA) at Jefferson Hotel, St. Louis, Mo. Secretary: J. J. McPherson, 1201—16th St., N.W., Washington, D. C. Exhibits: Mr. McPherson.

Mar. 2-3. Alabama Education Association at Masonic Temple, Birmingham, Ala. Secretary: Frank L. Grove, 422 Dexter Ave., Montgomery, Ala. Exhibits: Vincent Raines, same address.

Mar. 5-7. Association for Higher Education (NEA) at Congress Hotel, Chicago. Secretary: Francis H. Horn, 1201—16th St., N.W., Washington 6, D. C. No exhibits.

Mar. 5-7. Georgia Education Association at Atlanta Municipal Auditorium. Secretary: J. Harold Saxon, 706 Walton Bldg., Atlanta. Exhibits: Mrs. M. B. Jones, same address.

Mar. 16-18. Oregon Education Association at Civic Auditorium, Portland, Ore. Secretary: Cecil W. Posey, 1530 S.W. Taylor St., Portland 5, Ore. Exhibits: M. Cook, same address.

Mar. 18-20. Mississippi Education Association at Hotel Heidelberg, Jackson, Miss. Secretary: F. C. Barnes, Box 826, Jackson 106. Exhibits: Mr. Barnes.

Mar. 19-21. National Science Teachers Association (NEA) at William Penn Hotel, Pittsburgh, Pa. Secretary: Zachariah Subarsky, High School of Science, New York 53, N. Y. Exhibits: Robert Carleton, 1201—16th St., N.W., Washington 6, D. C.

Mar. 19-21. Florida Education Association at Hillsboro Hotel, Tampa. Secretary: Ed Henderson, 220 Centennial Bldg., Tallahassee, Fla. Exhibits: Mr. Henderson.

Mar. 19-21. Florida Industrial Arts Association at Fort Homer Hesterly Armory, Tampa. Secretary: Robert Holmes, 608 Azele St., Tampa. Exhibits: Miss E. Heth, 220 Centennial Bldg., Tallahassee, Fla.

Mar. 20-21. California Industrial Education Association at Santa Barbara, Calif. Secretary: Lee D. Bodkin, 131 Education Bldg., University of Southern California, Los Angeles, Calif.

Mar. 20-21. Michigan Education Association at Kellogg Center, Michigan State College, East Lansing, Mich. Secretary: A. J. Phillips, 935 N. Washington, Lansing. No exhibits.

Mar. 20-21. Teachers Institute, Washington, D. C. at Archbishop Carroll High School. Chairman: Rev. Ramon A. de Nardo, 1814—N St., N.W., Washington, D. C. Exhibits: Rev. de Nardo.

Mar. 23-27. North Central Association of Colleges and Secondary Schools, at the Palmer House, Chicago. Secretary: Charles W. Boardman, University of Minnesota, Minneapolis, Minn. No exhibits.

Mar. 24-27. Southeastern Arts Association at Mountain View Hotel, Gatlinburg, Tenn. Secretary: Flo Bottari, 503 S. Blvd., Tampa 6, Fla. Exhibits: Ruth Harris, 111 W. 11th Ave., Johnson City, Tenn.

Mar. 26-27. Tennessee Education Association at Andrew Jackson Hotel, Nashville, Tenn. Sec-

retary: F. Bass, 321—7th Ave., N., Nashville. No exhibits.

Mar. 26-28. North Carolina Education Association at Municipal Auditorium, Asheville, N. C. Secretary: Mrs. Ethel P. Edwards, National Catholic Educational Association, Box 350, Raleigh, N. C. Exhibits: Mr. Bikle, Box 350, Raleigh, N. C.

Mar. 26-28. Kansas Home Economics Association at Broadview Hotel, Wichita, Kans. Secretary: Alice Beesley (no address given).

Mar. 26-27. South Carolina Education Association at Memorial Auditorium, Spartanburg, S. C. Secretary: J. P. Coates, 1510 Gervais St., Columbia, S. C. Exhibits: Mr. Coates.

Mar. 27. Tennessee Vocational Association at Nashville, Tenn. Secretary: W. A. Seeley, State Department of Education, Nashville. No exhibits.



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## New Books of Value to Teachers

### Educating the Retarded Child

By Samuel Kirk and G. Orville Johnson. Cloth, 445 pp. Houghton Mifflin Co., Boston, Mass., 1951.

The purpose of this book is apparently to bring together the information developed during the past half century in connection with the education of retarded children. We remember the time that educators discovered the "laggards in our school" and the problems of retardation and the improvisations that were made. The experience since that time needed to be brought

together in a systematic way for supervisors and administrators as well as teachers. This book brings the material together under four main headings: (1) Classification, Etiology, and Diagnosis; (2) The Development of Educational Programs; (3) Special-Class Programs; (4) Special Teaching Procedures.

From the viewpoint of the children and society it is better for society to train them for self-direction rather than put them on public relief or in an institution. The purpose of this program aims to give these students personally more satisfying lives, to promote an understanding of their

own problems and consequently make a better adjustment, to become socially adequate and to achieve greater economic independence.

The materials used in the book are gathered from a wide range of sources and synthesized into meaningful sequence and programs, and the essential teaching procedures are described. Especially helpful is the extensive annotated bibliography. — E. A. F.

### History of the Old Testament

By Dr. Paul Heinisch, Tr. by Rev. Wm. Heidt, O.S.B. Cloth, 510 pp., \$6.50 Liturgical Press, Collegeville, Minn.

The *History of the Old Testament* is the work of a scholar of great reputation in Germany, Holland, and Austria—Dr. Paul Heinisch. Its translator is the Benedictine Father William Heidt of St. John's Abbey, Collegeville, Minn.

In spite of the great learning at the base of it the book will be of value not only in the advanced college courses and seminaries for which it is intended but it will be also of great value to the intelligent Catholic who wishes to inform himself in a field in which he is too often not too well prepared—the history of the Old Testament.

To the German edition have been added a number of full page illustrations characteristic of the Liturgical Press which published the book. A significant aspect of this book is the way that problems ordinarily brushed aside are faced, e.g., divergencies in chronology, seeming contradictions with profane sciences, and accounts that tax one's will to believe. From his great learning as well as great insight the author is able to meet these issues in the light both of reason and of faith.

— E. A. F.

### Our Government — The Christian Social Way

By Msgr. E. J. Westenberger & others. Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill.

This practical visual method of teaching the Christian philosophy of government consists of 24 graphic, colored wall charts, each 44 by 32 inches; a *Students Manual* with reproductions of all the charts and text matter for a year's study arranged in units with outlines, study guides, questions, and tests; and a *Teacher's Manual*.

The editor, Msgr. Westenberger, is superintendent of schools of the Diocese of Green Bay, Wis.; he was assisted by Sister M. Aquinas, O.S.F., and Sister M. Julitta, O.S.F. Sister M. Augusta, R.S.M., designed the graphic charts which present the whole Christian philosophy of government together with the historical foundations of our own government.

This is really an outstanding contribution to the teaching of government in Catholic schools. We suggest that every teacher of the subject examine the set.

### Intergroup Education in Public Schools

By Hilda Taba, Elizabeth H. Brady, and John T. Robinson. Cloth, 349 pp., \$4. American Council on Education, Washington 6, D. C.

This is the final report of four years of experimental work into group education started in 1945 and ending in 1948 which was sponsored by the American Council on Education. From the standpoint of intergroup education which must be woven into the fabric of general education the book provides aids to curriculum development, classroom participation, and community co-operation for the improvement of democratic human relations. It contains many new practical suggestions, new methods, and new content for curriculum development which will need to be further evaluated in the light of the normal conditions of classroom work. A statement of what was attempted in the study is given by the director of the study, Hilda Taba:

"This book is the summary of the program patterns developed, and a statement of the principles and theories that guided them. As such it

(Continued on page 44A)

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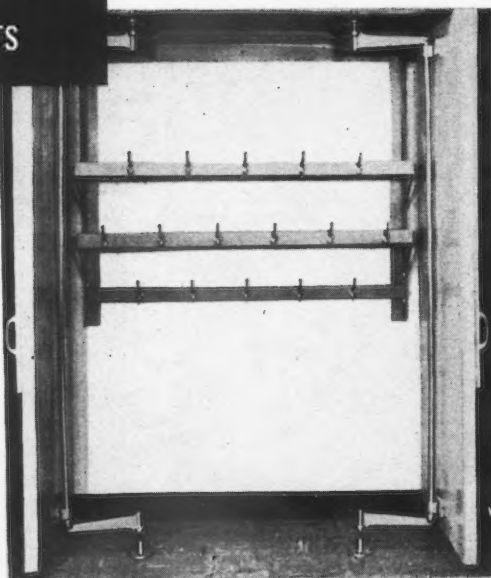
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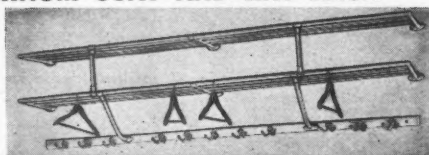
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## New Books

(Continued from page 42A)

includes a discussion of the fundamentals of intergroup relations and of intergroup education. It states not only the ways in which the understandings of human and group relations can be integrated into curriculum and school life in public schools, but also the principles and methods of curriculum development. It deals with the problems, principles, and methods of school-community relations. Since co-operative work was a cornerstone of all activities of the project, the analysis of methods for productive co-operative work and leadership training is a substantial part of this report. Intergroup education need not be viewed as a thing apart; the principles that guided curriculum development for this special emphasis should be useful for curriculum development generally. The methods used to study the problems and needs in teaching in this area should also be useful in guiding teaching generally. The methods applied in developing school-community relations should be useful in any kind of community work." — E. A. F.

### Parental Rights in American Educational Law

By Sister M. Bernard Francis Loughery, M.A. Paper, 243 pp., \$2.75. The Catholic University of America Press, Washington 17, D. C.

This intensive study of the basic rights of parents and of the state in the education of children takes up, first, the philosophical basis of the problem, but devotes, secondly, most of the space to the practical applications of the law as expressed in the statutes and in the decisions of the courts. The author makes clear that the courts have always accepted the principle of the natural-law rights of the parents but in many applications

have overlooked it because either political or professional pressures were operative, or the parents failed to meet the responsibilities growing out of their rights.

The study provides a thorough analysis of the present-day situation and will enable any educator to understand the exact situation in the state in which he is working. While the viewpoint of the author is that of a religious educator, the emphasis throughout is on practical applications of principle as these are in force in American public opinion and practice. The balance between parental rights and state laws is a precarious one and requires constant vigilance if parents are not to lose their primary authority over their children.

### The New Dictionary of American History

By Michael Martin and Leonard Gelber. Cloth, 696 pp., \$10. Philosophical Library, New York 16, N. Y.

Under some 4000 entries, this reference work provides facts on persons, events, organizations, and underlying ideas in American history, government, and culture. The work is a dependable, quick source of information. The more advanced layman and the teacher will find some of the entries incomplete for special use, but the student on the high school and college levels will appreciate the definiteness, brevity, and simplicity of the work.

### From an Abundant Spring

The Walter Farrell Memorial Volume of *The Thomist*, edited by the staff of *The Thomist*. Cloth, 555 pp., \$7.50. P. J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.

The first anniversary of the death of Walter Farrell, O.P., renowned American priest and author of *A Companion to the Summa* is being observed with publication of this volume of essays in his memory.

Cardinal Stritch, Archbishop of Chicago, has the only article dealing directly with Father Farrell. Some of the other contributors are Mortimer Adler, Jacques Maritain, William R. O'Connor, Gerald Philau, and Gerald Vann, O.P. Among the topics discussed are the situation of modern women, Christian norms for judging fiction, the role of the Church in secular society, the question of theology in schools, the mission of the laity, the mental processes of a judge during trial, the poetry of Thomas Merton, and several articles on spiritual and theological questions.

### Contemporary French Poetry

By Joseph Chiari. Cloth, 180 pp., \$3.50. Philosophical Library, Inc., New York 16, N. Y., 1952.

Teachers of literature as well as French might be interested in this little book which devotes two of its eight chapters to two Catholic poets, Paul Claudel and Pierre Emmanuel. The book contains a short foreword by T. S. Eliot as well as an introductory chapter by the author, and a selected list of works of eight poets. — Richard S. Fitzpatrick.

### Choosing the Right College

By Annette Turngren. Cloth, 149 pp., \$2.50. Harper & Bros., New York, N. Y., 1952.

The twelve chapters in this indexed book include why one wants to go to college, a lot of practical hints about picking your school, problems of admission, the various types of colleges, and some hints about starting out as a freshman. The book discusses many types of special colleges such as military academies and work and study schools and includes a lengthy chapter on schools which are noted for curricula in professional fields. — Richard S. Fitzpatrick.

### The Cause of Being

By James Francis Anderson. Cloth, 172 pp., \$3.25. B. Herder Book Co., St. Louis 2, Mo.

Here is an explanation, from the standpoint of the philosophy of St. Thomas Aquinas, of what creative causality is and what it means. The treatment begins with a consideration of the existential ground of all that is. This discussion serves as an introduction to the problem of what constitutes the reality of creation in the created thing. These considerations lead to the question of the possibility of an eternal order of creatures. Thence follow the subjects of God's creative indwelling in all things and the unity of being through God's creative efficacy and finality. The style is very readable and the documentation complete.

### Ontology

By Canon Fernand Van Steenberghe, Ph.D. (Agrégé), S.T.D. Cloth, 279 pp., \$4.50. Joseph F. Wagner, New York 7, N. Y.

This book has been prepared as a reformulation of St. Thomas Aquinas' metaphysical thought in keeping with modern philosophical progress and the needs of the present day. Certain traditionally accepted opinions have received considerable revision. A number of topics usually found in scholastic treatises on ontology have been omitted and others have received a much briefer treatment than would ordinarily be expected. It is pointed out that this is entirely consonant with the spirit of the Angelic Doctor. The book is divided into four parts as follows: (1) Being and its Attributes; (2) The Order of Finite Beings; (3) Infinite Being; (4) Return to the Order of Finite Beings.

### The Rosary

By Frances McGrade. Boards, 32 pp., 25 cents. Catechetical Guild, St. Paul, Minn.

The splendid colored illustrations in lettering this simple explanation of the manner of saying the Rosary, ideas, and vocabulary are adapted to children in the lower classes of the parish school.

(Continued on page 46A)

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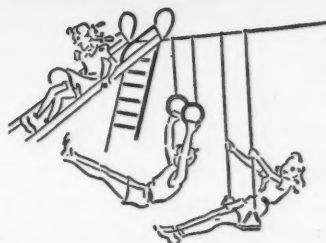
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## New Books

(Continued from page 44A)

### British Authors Before 1800

Edited by Stanley J. Kunitz and Howard Haycraft. Cloth, 584 pp., \$6. H. W. Wilson Co., New York, N. Y.

This biographical dictionary contains accounts of the lives and writings of 650 British authors who lived and worked before the year 1800. The earliest English writers whose works have survived are included but, naturally, the greatest number of authors are those who lived in the eighteenth-century. The approach throughout is factual and literary, and a serious attempt has been made to reflect in the evaluation of works

and men, the most widely accepted opinions. Some 200 authentic portraits adorn the book.

The biographical lists include each author's principal works and available source materials for further study. The Catholic user of the book would appreciate in some of the sketches a more definite opinion on the intrinsic historic, moral, and religious value of some of the writings in the light of research findings after the eighteenth century.

### Better Learning Through Current Materials

Edited by Lucien Kinney and Katherine Dresden. Cloth, 215 pp., \$3. Stanford University Press, Stanford, Calif.

A valuable guide to the use of current materials—magazines, pamphlets, newspapers, reference

books, films, telecasts—in today's classrooms. This book incorporates the results of a workshop in the use of current materials in teaching—a workshop that proved so successful that it became the permanent California Council on Improvement of Instruction.

### Science

By Davis, Burnett, and Gross. Cloth, 562 pp., \$3.44. Henry Holt and Co., New York 10, N. Y.

The content of this general science text is based on the pupil's common activities, interests, and experiences. The material reportedly has been class-tested many times and under different situations. The vocabulary contains only as many new words as are needed to describe the phenomena and principles included.

Each unit is organized around a large problem based on a special division of subject matter, and each large problem is divided into specific ones based on smaller divisions of subject matter. A list of *Words to Help You Understand This Unit* appears at the beginning of each unit. The authors indicate that "no attempt has been made to include everything in the subject matter, but enough material is given to provide for the satisfactory development of the general and specific purposes of a course in general science."

### My Rosary for America

Heavy paper pamphlet on the 15 mysteries of the Rosary; meditations by Rev. Jerome Mersberger, illustrations by William Sylvester. 25 cents each. Published by Catholic Art Services, Madison, Wis.

A handy pocket-size edition of a booklet combining modern religious art and thought-provoking text for easy meditation. A special reflection is presented for each mystery. In addition to these meditations, the booklet features the "Dedication Prayer for Every American," the Salve Regina, a prayer to the Queen of the Rosary, and a special indulgenced prayer to the Queen of the Most Holy Rosary. The booklet should be very handy for participation in the current Rosary Crusades; it has already been adopted as the guide for Rosary campaigns in several dioceses of the Midwest.

### Realistic Educational Planning for Children With Cerebral Palsy, Pamphlets 1, 2, and 3

Prepared by United Cerebral Palsy Educational Advisory Board, Maurice H. Fouracre, Ph.D., chairman. Heavy paper, 16 pp., 64 pp., and 42 pp., respectively. Copies obtainable free of charge from Dr. Maurice H. Fouracre, United Cerebral Palsy, 50 West 57th Street, New York 19, N. Y.

The first three in a series of booklets on this subject being issued as part of United Cerebral Palsy's over-all national program for helping the nation's palsied children. A total of nine pamphlets will comprise a complete series, to be written by 14 prominent educators, all of them specialists in the field. Pamphlet No. 1 contains: the philosophy of education for children with Cerebral Palsy and the important preliminary steps to be taken; pamphlet No. 2: The Pre-Elementary School Level; and pamphlet No. 3: Specialized Problems of the Elementary School Level.

### Active Citizenship

By Harry Bard and Harold S. Manatee. Cloth, 512 pp., \$3.44. The John C. Winston Co., Philadelphia 7, Pa.

A practical and useful text for teen-age citizens in undertaking their responsible job of active citizenship. Besides being practical and thorough, the book contains many true stories of teen agers who have helped their communities, their states, and their nation, by clear and quick thinking in times of need.

### God Demands Reparation

By Rev. Emeric B. Scallan. Cloth, 213 pp., \$3. The William-Frederick Press, New York 1, N. Y.

(Continued on page 48A)

# New TURN-TOWL DISPENSER

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**UNMATCHED  
PERFORMANCE**

There's nothing on the market to match this new model MOSINEE Turn-Towl Cabinet for efficient, trouble-free dispensing. And there isn't another control-type cabinet on the market dispensing towels that match MOSINEE Turn-Towls for hand-drying qualities. In many schools, MOSINEE Turn-Towl service is reducing towel consumption close to 50%.

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## New Books

(Continued from page 46A)

This a true life story of a wealthy, prominent lawyer, Leo Dupont, and of a cloistered Carmelite nun, to whom Christ revealed what He said was "the most beautiful work under the sun"—the work of reparation through devotion to the holy face of Christ. The aim of this book, the appendix indicates, is to revive this devotion to the holy face imprinted on Veronica's veil. As with other devotions our Lord has requested, He had made eight most touching promises to those who honor His holy face.

The life of Leo Dupont is interesting, for he was a very pious man, but it is only a backdrop for Christ—the Divine scene stealer—and His plea: "I seek Veronicas to wipe and honor My divine face which has few adorers! By My holy face you will work wonders."

### The Holy Trinity Book of Prayers

Compiled by Rt. Rev. Msgr. John C. Ryan, Ph.D. Simulated leather, 304 pp., \$3. P. J. Kennedy & Sons, New York 8, N. Y.

This book, addressed principally to priests and religious, brings together an excellent collection of prayers and devotions from sources which, while known, have been neglected in the past century for more easily accessible and conventional prayers. The compiler deserves the thanks of all users of the book for having so deeply delved into sacred Scripture, the ancient and eastern liturgies, and the writings of the lesser known saints for prayers and ejaculations that are peculiarly expressive of the praise and petition which must inevitably mark the conversation of the priestly priest with his Creator and his Redeemer. The translations are competently done; in the case of the hymn "*Ave Jesu, qui dammaris*," in the Stations of the Cross, the poetry is beautiful. The book marks a genuine step forward in the compilation of American devotional works.

### Community Resources

By John E. Ivey, Jr., Woodrow W. Breland, and Nicholas J. Demerath. Cloth, 320 pp., \$2.56. The John C. Winston Co., Philadelphia 7, Pa.

This text is an enlargement on the role of the community in America. It, too, is both practical and conducive to active citizenship. The book discusses: raw material of communities, clinics for communities: well or sick, finding causes for community illness, and how to build new communities.

### The March Toward Matter

By John MacPartland. Cloth, 80 pp., \$2.75. The Philosophical Library, New York, N. Y.

This brief book discusses the gradual materialization of the human mind in the thinking of modern philosophers since Descartes. The utter ruin of all mankind is pointed out unless there is "rapprochement between philosophers and with God."

### Mastering the Fundamentals

By Sister M. Matthew, O.P. Paper, 33 pp. Convent of Saint Catherine, 1209 Park Ave., Racine, Wis.

The series of systematic drills in addition, subtraction, multiplication, and division appeared in the CATHOLIC SCHOOL JOURNAL in the year 1949. Since there was a heavy demand for extra copies, the work was reprinted by the Dominican Sisters. This 1952 edition is a second and revised reprinting. For copies write to Sister M. Barbara, O.P., at the address given above.

### Winston Arithmetic Series, 1952 Edition

By Leo J. Brueckner, Elda L. Marton, and Foster E. Grossnickle. Cloth, 356 pp., \$2. Four books: *Learning Numbers*, *Discovering Numbers*, *Exploring Numbers*, *Understanding Numbers*. John C. Winston Co., Philadelphia 7, Pa.

(Continued on page 49A)



## New Books

(Continued from page 48A)

Some of the new features of this revised series are meaningful visualization of the process rather than mere illustration, growth from concrete manipulations to abstract symbolism through the child's ready experiences, workshop drill for those who need it, and the optional grade placement of more difficult concepts providing a flexible instruction program.

The illustrations, that show as well as tell the "how" of process development, are colorful, modern, and appealing to their age group. The text matter, also, is well applied to hold the interest of children.

### Art for Young America

By Florence W. Nicholas, Mabel B. Trilling, and Margaret Lee, in collaboration with Elmer A. Stephan. Cloth, 292 pp., \$3.20. Charles A. Bennett Co., Inc., Peoria, Ill.

This is a textbook for beginners in art classes. The authors have aimed at providing creative activity, appreciation, and a knowledge of art which the student can apply in his daily life. The subject is interestingly presented and the illustrations are well selected.

### The Oil Producing Industry in Your State

Compiled by the Independent Petroleum Association of America. Card cover, 124 pp., no price given. Obtained from IPAA Information Service, P. O. Box 1019, Tulsa, Okla.

This 1952 edition, a widely used school and college reference on the United States petroleum industry contains complete statistics on leasing, drilling, production, and reserves of petroleum, as well as maps, charts, and illustrations on each oil producing state. Four pages are devoted to each of 27 producing states.

### Everynun

By Daniel A. Lord, S.J. Cloth, 170 pp., \$3. Published by the Eucharistic Crusade of the Knights and Handmaids of the Blessed Sacrament, 3115 S. Grand Blvd., St. Louis 18, Mo.

Father Lord has done it again! The simple, deft, realistic touches that only he can bring to fictitious religious characters are in abundance in *Everynun*, "the story of the nun you know and of many nuns you might like to know." No particular order is represented—through Sister Mary Joseph we see women of prayer and sacrifice, the teachers and nurses, the contemplatives, the guardians of the very young and the very old.

Sister Mary Joseph tells her life story, on the occasion of her diamond jubilee, to a worried postulant. Through dramatic incident, dialogue, narrative, and description, alive with pathos and comedy, the play-goer and the reader alike will follow *Everynun* (who is every nun, really) from the dawn of vocation to the diamond jubilee. Originally written and produced as a play, it is now presented in the form of a novel; the play skeleton still is quite visible, and the book has been written purposely to attract both the novel reader and the heroic directress of class plays and drama clubs. (*Everynun* would be excellent for a girl's high school play, or vocations play!) The book includes complete production notes with suggestions for casting, scenery, costuming, and lighting. Selections for the musical background are also listed.

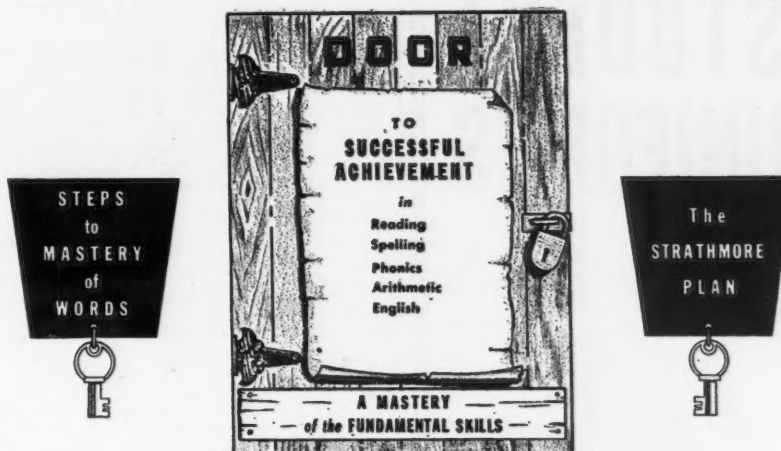
### Lengthened Shadows

By Sister Mary Ildephose Holland, R.S.M. Cloth, 337 pp., \$4.50. Bookman Associates, New York 4, N. Y.

An illustrated history of the Sisters of Mercy, Cedar Rapids, Iowa. Divided into four sections, the book contains: a brief account of Mother McAuley and the progress of her work in the

(Continued on page 50A)

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Gives the Pupil Mastery of All  
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## New Books

(Continued from page 49A)

new order in Ireland, and the tracings of its growth in America, in Section One; Section Two introduces the various superiors in the order of the major events of each administration; Section Three contains brief stories of each branch house opened since the Cedar Rapids congregations became a mother house; Section Four pays tribute to all the senior members of the organization.

### The Play Party Book

Edited by Ed Durlacher, illustrated by Arnold Bare. Cloth, 80 pp., \$2.50. The Devin-Adair Company, New York 10, N. Y.

The compilation of favorite singing games for children in the primary grades. Many old favorites like "Mulberry Bush," "Itskit, Itskit," and "Statues," are included along with some of the newest: "Frog Went Courting" (from the folk song popularized by Burl Ives), "How Do You Do My Partner," and "Shoo Fly," along with many marches. Each of the 37 singing games has complete musical score, explanation of actions, and stick-figure illustrations. This bright-colored book will be a help to primary teachers in many ways and on many occasions.

### Shakespeare and Catholicism

By H. Mutschmann and K. Wentersdorf. Cloth, 446 pp., \$6. Sheed & Ward, New York 3, N. Y.

Many books and articles have already been written on the subject of Shakespeare's religious sympathies. However, scholars and biographers agree that through discovery of his religious beliefs a true interpretation of Shakespeare's life and personality can be gained; this can be applied to anyone, anytime, but the significance of the findings in Shakespeare's case depend on the events of his era, namely, persecution of those professing to other than the "state religion" of England, bringing religion to the top of the mind of each individual. During his era religion mattered greatly and was treated seriously.

This book has collected a re-examination of all the evidence so far available with many new facts unearthed during the past few decades which throw more light on the poet's background. Extensive internal evidence is obtained from a systematic scrutiny of Shakespeare's writings. The book is fully documented with the "spiritual will" of John Shakespeare, Stratford Recusancy Reports of 1592, the text of Shakespeare's will, genealogical tables, and bibliography—all considered, very convincing evidence.

### Getting Ready to Retire

Public Affairs Pamphlet No. 182, by Catherine Close. Paper, 24 pp., 25 cents. Published by the Public Affairs Committee, 22 East 38th St., New York 16, N. Y.

Suggestions for gradual planning of retirement, with discussion of mental attitudes, financial resources, and other pertinent subjects.

### Listen, Sister

By John E. Moffatt, S.J., Cloth, 210 pp., \$2.75. The Declan X. McMullen Co., Inc., New York 7, N. Y.

*Listen, Sister*, is a book of simple but deep meditations for religious women. In a quiet and calm way the author succeeds in making easier the path of perfection. Reflective means to increase kindness by a word of appreciation and an uncomplimentary remark left in merciful darkness, to attain Marylike humility, to amass wealth from distractions in prayer, to transform disappointments and misunderstandings into the heroism of habitual sweetness are suggested.

### Novissima Verba

Cloth, 152 pp., \$2.25. P. J. Kenedy & Sons, New York 8, N. Y.

(Continued on page 52A)



# SQUARE DANCING

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Here is the easy and economical way to give square dance instructions in *your* school . . . the HONOR YOUR PARTNER series of square dance records.

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ing, at lower cost . . . enable you to avoid half-used inventories, save valuable storeroom space and cut your cleaning costs!

WYANDOTTE has tested and proved products made especially for your industry, and there's a WYANDOTTE service man nearby to give you immediate help or a demonstration. He has been trained in solving problems like yours.

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## New Books

(Continued from page 50A)

Devotees of the Little Flower will appreciate this book of the last confidences of St. Therese to her sister, as recorded during her last illness between May and September, 1897. Cardinal Spellman's introduction points quite aptly to the love and humility and the self-abandonment of the Little Flower, which characterized these brief conversations and confidences.

### OF INTEREST TO ADMINISTRATORS

#### Fire Safety in College Residence Buildings

A 32-page bulletin, 50 cents. National Commission of Safety Education, 1201 Sixteenth St., N.W., Washington 6, D. C.

#### Safety in Family Living

A 24-page bulletin, 35 cents. National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

#### Fire-Safety Program

Reprint of article in the *NEA Journal* describing a year-round program in Westerly, R. I., schools. Free from the National Commission on Safety Education, 1201 Sixteenth St., Washington 6, D. C.

#### Farm Accidents to Children

*The American Child* (October, 1952) published by the National Child Labor Committee, Washington 25, D. C., discusses the appalling number of accidents resulting from the operation of farm machinery by children.

#### Yearbook of the Eastern Arts Association

*Art Education in a Scientific Age*, 112 pp., \$3. The Eastern Arts Association, State Teachers College, Kutztown, Pa. A limited number of this edition is available to nonmembers of the association.

#### Recordings for Teaching Literature and Language in the High School

By Arno Jewett, Specialist for Language Arts. Bulletin 1952, No. 19 of the Federal Security Agency, paper, 72 pp., 25 cents. Write to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Includes sections on "using recordings in high-school language arts classes," "recordings for high-school language arts," a bibliography of books and articles concerning the use of recordings, and a directory of record producers and distributors.

#### Television in Our Schools

By Franklin Dunham and Ronald R. Lowdermilk. Paper, 34 pp., 15 cents. U. S. Office of Education, Washington 25, D. C.

This report discusses what schools can do with TV, the current uses of the medium in schools, and the expanding role of TV in education. It explains the Philadelphia experiment and reproduces the television schedule of Philadelphia schools.

#### California School Lunch Guide

Compiled by the State School Lunch Staff. Paper, 196 pp., 75 cents. Published by the California State Department of Education, Sacramento, Calif.

For those responsible for planning, administering, and operating school lunch programs, this booklet suggests improved procedures in planning and equipping a lunchroom, planning quantity

food purchases, preparing the lunch, and sanitation and safety.

#### A 40-Year Campaign Against Tuberculosis

By Louis I. Dublin. Boards, 115 pp. The Metropolitan Life Insurance Co., New York, N. Y.

This is the plain factual story of a valuable public service rendered by a great insurance company.

#### Doctors' Theses at C.U.

All of these are published in paper binding by the Catholic University of America Press, Washington 17, D. C.

#### *The Development of the Idea of God in the Catholic Child*

By Rev. John B. McDowell, M.A., 146 pp., \$1.75.

An investigation of pupils in grades 4 to 12 with tabulations of the findings. It should help teachers and writers of textbooks since it indicates the results of their efforts to convey current ideas to their pupils.

#### *The Concept of Being in Modern Educational Theories*

By Sister Bellarmine Romualdez, S.Sp.S., M.A. 208 pp., \$2.25.

#### *General Education in the American Catholic Secondary School*

By Sister M. Janet Miller, S.C., M.A., 164 pp., \$2.

#### *A Critical Study of the General Education Movement*

By Rev. Bernard T. Rattigan, M.A. 247 pp., \$3.

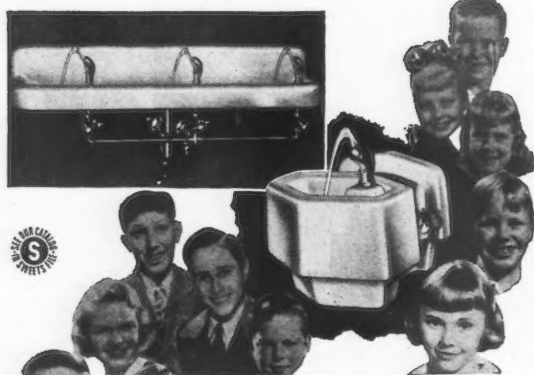
#### *An Evaluation of Catholic Elementary School Teachers' Pre-Service Education*

By Sister M. Brieden Long, M.A., 99 pp., \$1.50.

*The Attitude of High School Juniors and Seniors toward Counseling Procedure with Reference to*

(Continued on page 55A)

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**Win Kellogg's Early Bird Breakfast Club Game!**

EARLY BIRD TEAM SCORE SHEET					RULES	
TEAMS	1 <sup>st</sup> PLACE	2 <sup>nd</sup> PLACE	3 <sup>rd</sup> PLACE	4 <sup>th</sup> PLACE		
1 <sup>st</sup> TEAM						
2 <sup>nd</sup> TEAM						
3 <sup>rd</sup> TEAM						
4 <sup>th</sup> TEAM						
TOTAL						

**MUST EAT: 1, 2, 3 PLUS 4 OR 5**

1. EAT A GOOD BREAKFAST... HELP YOUR TEAM WIN!

2. EAT CEREAL

3. DRINK MILK

4. EAT BREAD WITH BUTTER OR MARGARINE

5. EAT FRUIT OR JUICE

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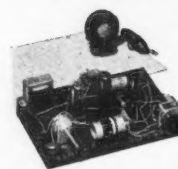
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## New Books

(Continued from page 52A)

### *Certain Personality Factors and Personal Problem Frequency*

By Rev. Trafford P. Maher, S.J., M.A. 126 pp., \$1.50.

### *A Study of the Effect of Operational Factors on Secondary School Instruction*

By Rev. J. L. Flaherty. 81 pp., \$1.

### *The Retention of Meaningful Material*

By Joseph F. Sharpe, M.A. 66 pp., \$1.

### *Test Patterns in Intelligence*

By Rev. Humphrey Ruszel, M.A. 70 pp., \$1.

### *Factors in Intelligence and Achievement*

By Rev. Justin A. Driscoll. 56 pp., \$1.

### *A Factor Analysis of Verbal and Non-Verbal Tests of Intelligence*

By Rev. James T. Curtin, Ph.D. 63 pp., \$1.25.

### *Parental Rights in American Educational Law: Their Bases and Implementation*

By Sister M. Bernard Francis Loughery, M.A. 243 pp., \$3.75

## BOOKS FOR CHILDREN

### *Hidden Silver*

By Georgene Faulkner. Cloth, 156 pp., \$1.48. Scott, Foresman & Co., Chicago, Ill.

Sally, the 11-year-old daughter of the Cunningham family of Marblehead, lived through the thrilling, dangerous years of the American Revolutionary War. Her brothers served as Minute-men, her sister fell in love with a British officer, and her whole family lived dangerously. Sally herself hid the family silver so well that it could not be found until long after the British had left the New England shores and the new nation had been set up. Third and fourth graders will thoroughly enjoy this book.

### *The Children of La Salette*

By Mary Fabyan Windeatt. Cloth, 188 pp., \$2.50. The Grail, St. Meinrad, Ind.

The story of our Blessed Mother's apparition at La Salette in the French Alps, the resulting devotion to the weeping Virgin, and the confused, restless lives of the two children to whom she appeared. It is told simply enough for children's understanding, yet is thorough and interesting enough for adults as well.

### *Red Jacket, Last of the Seneca*

By Arthur C. Parker. Cloth, 228 pp., \$2.40. McGraw-Hill Book Co., Inc., New York 36, N. Y.

This is the story of an Indian chief who had great influence on the Indian tribes of New York State during the Revolutionary War and who later in 1812 helped protect the United States against aggression from the Canadian border. The book provides a most interesting and important insight into an aspect of the Revolutionary War about which the average high school student of history knows nothing.

### *Forests and Fiords*

By Bernadine Bailey. Cloth, 142 pp., \$1.60. Beckley-Cardy Co., Chicago, Ill.

Life, customs, and landmarks in the Scandinavian countries are presented in pleasing style through Niles and Lise Hansen, two Danish children. A trip through Norway and Sweden, provided by the wedding of a cousin, affords many interesting experiences together with new knowledge and appreciation of their own country, Denmark. For the middle grades.

### *Temple Town to Tokyo*

By Mildred Comfort. Cloth, 143 pp., \$1.60. Beckley-Cardy Co., Chicago, Ill.

The dramatic change from life in the typical village to the busy town of Tokyo is the main theme of the story of Kiku and Yoshinori. This story of living in postwar Japan excludes any war guilt problem because the purpose is to show that the Japanese future depends upon peaceful progress. For the middle grades.

### *Accent on Laughter*

By Joseph G. Cosgrove, N.M. Cloth, 102 pp., \$1.50. The Declan X. McMullen Co., Inc., New York 7, N. Y.

This book depicts the life of Father Lawrence A. Conley, M.M., Maryknoll missionary in South China.

A rare type of man, Father Conley combined the seriousness of the priestly life with a large amount of hilarity and good cheer. The charming good humor and selfless generosity with which he gave himself to all who crossed his path and the ready courage with which he met and conquered the challenges of his career are vividly told in 17 short chapters.

### *Sunny, the New Camp Counselor*

By Lucile G. Rosenheim. Cloth, 179 pp., \$2.50. Julian Messner, Inc., New York 18, N. Y.

This is a personal experience social service story which girls will love. Sheltered and protected her entire lifetime, pretty Sunny Kendall faced problems that could ruin her career as art counselor. It is a beautiful story of generous struggle to give to the underprivileged children entrusted to her care, racially and religiously different, her warmest sympathy and deepest understanding. In spite of all doubts and apparent disasters Sunny experiences that happiness which only generous self-giving can attain.


(Continued on page 56A)

# Ionia

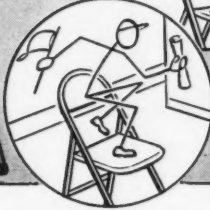
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## New Books

(Continued from page 55A)

### One Sky to Share

By R. L. Bruckberger, O.P. Cloth, 248 pp., \$3. P. J. Kenedy & Sons, New York 8, N. Y.

This is the day-to-day journal of a Dominican who experienced the full impact of World War II in France and in the United States. The translation from the French is done competently and the book is interesting in itself and valuable for the insight it gives to religious and moral aspects of the war.

### Basketball Techniques, Illustrated

By Forrest Anderson and Tyler Micoeau. Cloth, 95 pp., \$1.50. A. S. Barnes & Co., New York 16, N. Y.

This book outlines the fundamentals of effective play by means of illustrations, supplemented by essential text. A valuable addition to the literature.

### Alexander Hamilton, Nation Builder

By Nathan Schachner. Cloth, 229 pp., \$2.40. McGraw-Hill Book Co., New York 36, N. Y.

This brief biography of one of the great founders of our nation tells the story of his struggles and successes and provides many insights to the conflict out of which our republican government and its economic institutions developed. Adult readers, as well as adolescents, will enjoy the accounts of the battles fought by Hamilton and Jefferson, Madison and Adams, especially in view of the present national political situation.

### A Present From Rosita

By Celeste Edell. Cloth, 179 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

This is a story of a warmhearted little Puerto Rican girl, Rosita, who from experience learned that the nicest and most cherished presents of all are those that you give with love.

### The Rosary for Little Catholics

Explained by Francis McGrade, illustrated by Bruno Frost. Boards, 32 pp., 25 cents. Catechetical Guild Educational Society, St. Paul, Minn.

The mysteries and prayers of the Rosary simply and devoutly explained for young folk with full-color illustrations promoting the Family Rosary movement. Suitable for the primary grades.

### The West From A to Z

By Alma Kehoe Reck. Cloth, 60 pp., \$2.50. Albert Whitman & Co., Chicago, Ill.

The author's introduction explains, "In *The West From A to Z*, I have tried to bring young readers a cross-section of the West—a little about its history, its natural resources, its wildlife, its range life, its beautiful scenery, the people who live here." The result is a colorful panorama appealing to young friends of the West, be they fans of "Hoppy," Rogers, or Autry. For middle grades.

### Fireman Fred

By Jene Barr. Cloth, 32 pp., \$1. Albert Whitman & Co., Chicago 6, Ill.

One day of a typical fireman's life in the form of simple narrative for the primary grades.

### Irish Red

By Jim Kjelgaard. Cloth, 224 pp., \$2.50. Holiday House, New York, N. Y.

"This is the story of Big Red's rebel son, Mike, who refused to act like the thoroughbred Irish setter he was," the book tells us. This, the sequel to *Big Red*, is wise in the ways of dogs and wild life. The author has produced another good dog story, lively and sparkling, for boys and girls, upper grades.

### Fast Man on a Pivot

By Duane Decker. Cloth, 221 pp., \$2.50. Wm. Morrow & Co., New York, N. Y.

(Concluded on page 66A)

Water Rolls Off  
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On Every Count  
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No. 5110  
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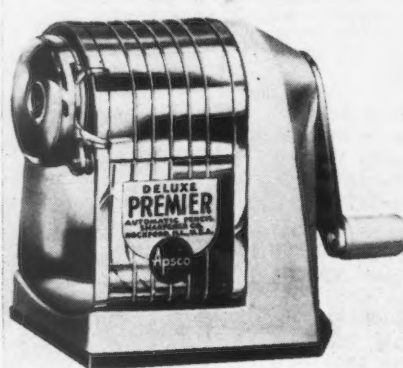
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Further information may be obtained by contacting an APSCO representative or by writing, direct: *The Automatic Pencil Sharpener Co.*, 336 N. Foothill Rd., Beverly Hills, Calif.

### Visualized Curriculum Series Revised

Picture texts on topics as timely as the daily paper can now be found in the revised edition of Visualized Curriculum series, *Living Together in the Modern World*. This social studies resource material has been successfully used in schools throughout the United States for more than a decade. The seven basic problems have been listed in many courses of study for cities and states. The problems covered are: Food, Shelter, Clothing, Transportation, Communication, Conservation of Human Resources, and Conservation of Natural Resources.

The series consists of more than 900 documentary photographs, size 8½ by 11, in the standard edition, or the teacher edition printed on lighter stock. It has been carefully organized and indexed and is accompanied by teacher helps, mounting kit, picture digest service, and guide cards.

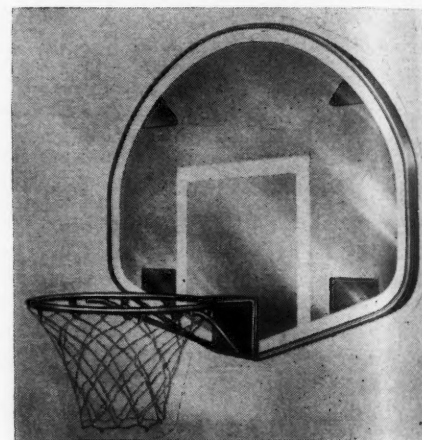
New pictures and texts which have been added to this revised edition of the basic collection include such modern concepts as: radar, nylon, penicillin, jet propulsion, atomic energy, United Nations, and others.

The picture file was prepared under the direction of Mrs. Etta Schneider Ress, Ed.D., formerly instructor in Audio-Visual Education, Teachers College, Columbia University, together with 87 leading educators throughout the country.

Further details may be had from the publisher: *Creative Educational Society*, Mankato, Minn.

### New Fan-Shaped Glass Backboard

A new fan-shaped glass basketball backboard has been developed by Fred Medart Products, Inc., St. Louis. Called the fastest, truest, and most uniform of all rebound surfaces, Model 104 Glass Backboard is a nonwarping, nonmarring ⅜-inch Herculite tempered glass bank, crystal-clear, that never discolors or needs refinishing. The glass bank is completely cushioned in a shock-absorbing Neoprene gasket, resisting



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(Continued on page 61A)

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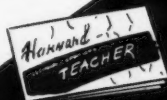
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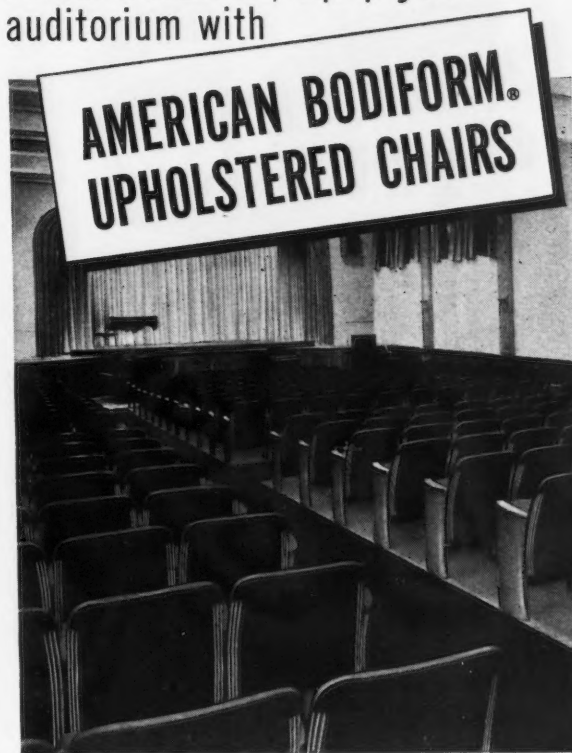
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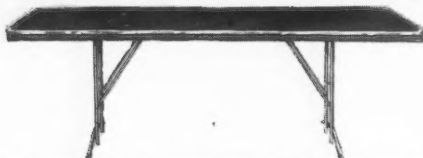


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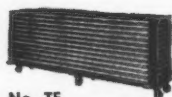
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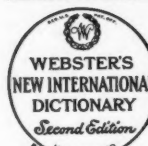
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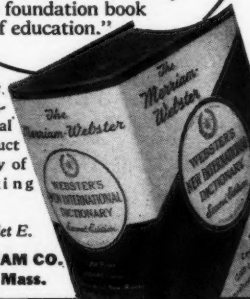
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HIGHEST GRADE	HIGHEST GRADE	HIGHEST GRADE
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## New Supplies

(Continued from page 58A)

bolting the old and fastening the glass backboard in place.

For further information, write: *Fred Medart Products, Inc., 3535 De Kalb St., St. Louis 18, Mo.*

## New "Hi-Glo" Chalks Fluorescent Sticks

A new era in getting ideas across with spectacular effectiveness has been ushered in along with the development of fluorescent chalks. The American Crayon Company announces these new chalks in the form of Excello Squares, an important addition to their line of special chalks for lecturers, chalk-talks, class demonstrations, and numerous other purposes.

These new chalks, called Hi-Glo, come in square sticks, 1 by 1 by 3 inches. They are now available in five colors of dazzling brilliance: Flare Red, Flash Orange, Brilliant Yellow, Green, and Violet. These colors may be activated by black or blue light, adding a new dimension to vivid color effects. Each stick is individually packed in a sleeve-type unit—an added protection to the stick as well as to fingers.

The new chalk is now in the regular line of Old Faithful products manufactured by the company. Further information may be had by writing: *The American Crayon Company, Sandusky, Ohio.*

## Art Education Materials Handbook

The American Crayon Company, Sandusky, Ohio, has prepared a Handbook of Art Education Materials of interest to teachers of art from the kindergarten through high school. The information in the booklet's 32 pages concerns the minimum quantities of material requirements (per pupil per year, based on the company's highly specialized research and the experience of prominent educators), the techniques in using the different mediums, and a charted, organized price list of Old Faithful brand products.

A copy of this handy booklet may be had at the price of 50 cents by writing: *The American Crayon Co., Sandusky, Ohio.*

## Lithograph Solutions More Easily Applied

Ease in applying etch and gum solutions in preparing lithograph plates for offset duplicating is now afforded through a new product of the A. B. Dick Company, Chicago. The new product is a lithograph cotton pad of nonwoven fabric and approximately 3 3/4 by 4 1/4 inches in size,

(Continued on page 62A)

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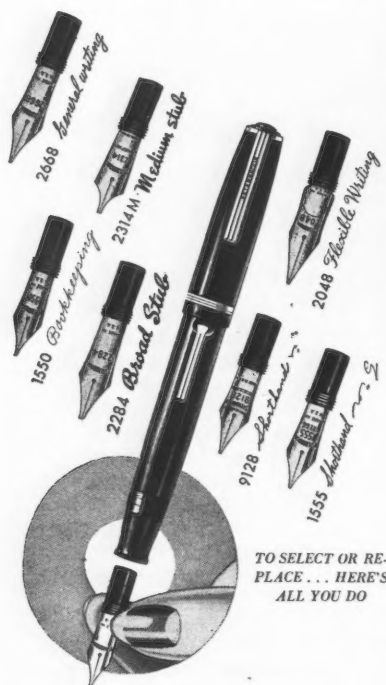
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### THE RIGHT POINT FOR THE WAY YOU WRITE



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## New Supplies

(Continued from page 60A)

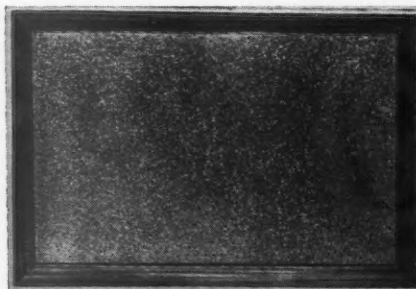
which may be folded in halves or in quarters for convenient application of etch or gum. Because they are nonabrasive they will not scratch or mar plates. And because they are lint free, there are no specks or fibers to contaminate the rollers. Each pad absorbs just enough solution with one application to etch both thoroughly and economically, and each pad, refolded, provides extra surfaces for additional applications.

To facilitate the handling of the lithograph pads, the company has also made available a Cotton Pad Dispenser. This unit is finished in hammered gray and is provided with screw holes to permit affixing to wall or equipment. It accommodates a full package of 100 cotton pads which can be inserted and ripped open, allowing removal of individual pads from top or bottom.

Further details may be obtained by writing: *The A. B. Dick Company, 5700 W. Touhy Ave., Chicago 31, Ill.*

### Litegreen Wallboards Available Now

A modern color touch is available now in the new Litegreen Corkola Bulletin Board offered by Beckley-Cardy Co., Chicago.



The big feature of this Corkola bulletin material is the color; instead of the ordinary tan color of cork this new Peerless Bulletin is Litegreen, the scientifically selected color most agreeable to the eye. It harmonizes perfectly with Litegreen chalkboards in schools, and also adds an attractive color note when used elsewhere.

The Litegreen Peerless Corkola material is a cork composition—not just superficially colored, but green through and through— $\frac{1}{8}$ -inch thick, bonded to  $\frac{3}{8}$ -inch fiberboard backing. Because of this rigidity it can be nailed to studding or mounted over rough masonry walls with no fear of cracking so often found in the old fabric-backed linoleum types of bulletin board material.

Peerless Litegreen Bulletin material can be had in sheets 4 feet wide and up to 12

(Concluded on page 64A)



## NUMBERS AT WORK

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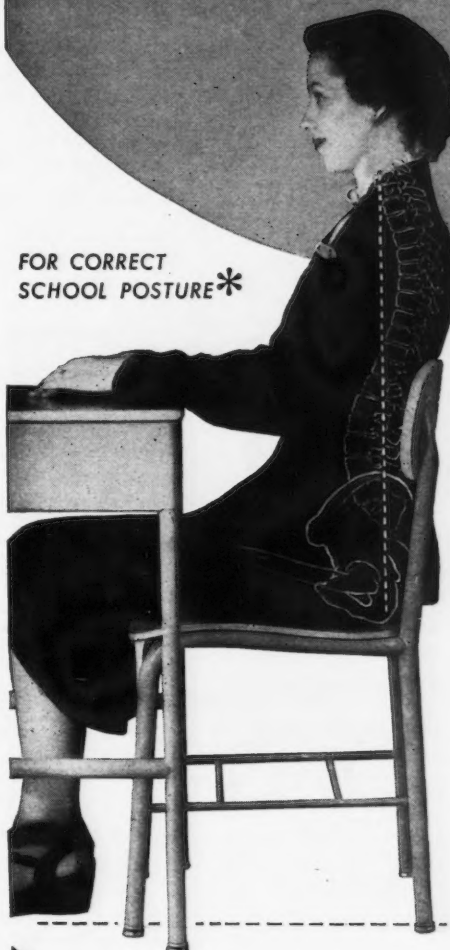
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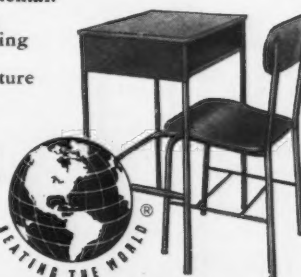
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## New Supplies

(Concluded from page 62A)

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For further details and prices, write: Beckley-Cardy Co., 1632 S. Indiana Ave., Chicago, Ill.

## Descriptive Material

► A new 14-page full color Kewanee-Iron Fireman catalog is now available, containing full description and complete data on the entire line of new Kewanee-Iron Fireman Boiler-Burner Units that will enable selection of the proper unit for any particular application to high or low pressure heating, power or process steam. Copies may be secured from your local Kewanee representative or by writing to: Kewanee-Ross Corporation, Kewanee, Ill.


► "101 Hints on Better Floor Care," a new and revised edition, is now available from Huntington Laboratories, Inc. Like the original, this new 28-page booklet is chock-full of valuable tips on floor care and contains all the latest developments: it covers 64 major floor maintenance problems . . . giving many helpful money-saving tips. There are important facts about the care and treatment of asphalt, cork, ceramic tile, rubber, concrete, and wood floors. It tells how to maintain a waxed surface, wash a mop, avoid hard water troubles, choose the right soap, when and how to seal a floor, and scores of other problems your custodians face every day. Available from: Huntington Laboratories, Inc., Huntington, Ind.

► "Five Ways Teachers Can Improve Learning" is the title of a new booklet of five suggestions for the improvement of the thermal environment in each classroom so that teachers and students may teach and learn more effectively. The booklet is based on research by Darell Boyd Harmon, Ph.D., for the Minneapolis-Honeywell Regulator Co. Copies are obtainable from: Minneapolis-Honeywell Regulator Co., 2753 4th Ave., S., Minneapolis 8, Minn.

► The W. J. Voit Rubber Corp. has announced the publication of its new 1953 Athletic Equipment catalog. The colorful new 32-page booklet includes all of the 97 Voit rubber and rubber-covered items of inflated balls and related equipment for individual and team sports the year around. In the catalog are several new items, and standard Voit items which have been improved. Those interested may obtain copies of the catalog by writing: W. J. Voit Rubber Corp., 1600 E. 25th St., Los Angeles 11, Calif.

► The Weber-Costello Company, Chicago Heights, offers a new folder attractively presenting their line of Magna-Graphic large maps of the World and the United States. Maps are reproduced in full color. For a copy of this folder, write: Weber-Costello Company, 1212 McKinley, Chicago Heights, Ill.

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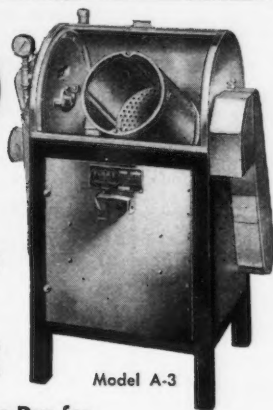
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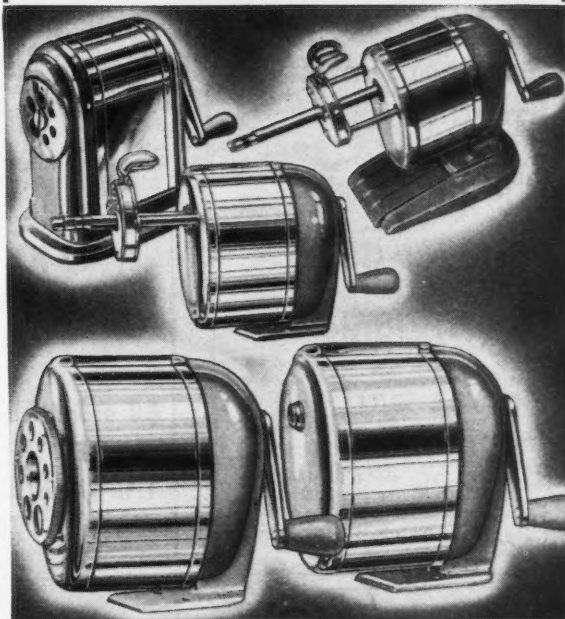
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## New Books

(Concluded from page 56A)

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## THE CATHOLIC SCHOOL JOURNAL

February, 1953

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